DOCUMENT RESUME

ED 324 174 RC 017 774

TITLE	National Rural Education Resources Guide.
INSTITUTION	Western Washington Univ., Bellingham. National Rural Development Inst.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Sep 87
NOTE	211p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Community Services; *Demonstration Programs; *Educational Resources; *Education Service Centers; Elementary Secondary Education; Organizational Objectives; *Program Descriptions; *Resource Centers; Resource Materials; *Rural Education; Rural Schools

ABSTRACT

This book was developed as a comprehensive guide to rural education resources, exemplary programs, and products. The guide is organized according to federal regions (1 through 10) and offers almost 200 citations. The cited agencies and programs, including departments of education, schools, resource centers, and outreach programs, are organized by region and provider title. The citations generally include the following information: the provider, resources offered, a description of services, eligibility requirements, types of service evaluations available for review, a description of program goals, and the names and addresses of information contacts. The book contains an index and an information form for agencies that want to be considered for inclusion in future editions of the guide. (TES)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

RC

ED324174

National Rural Education Resources Guide

National Rural Development Institute
Western Washington University
Bellingham, Washington 98225
(206)676-3576

© Copyright September, 1987

RC017774

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

NATIONAL RURAL EDUCATION RESOURCES GUIDE

This Guide was developed by the National Rural Development Institute, in partnership with the U.S. Department of Education. It is a comprehensive resource regarding rural education resources, exemplary programs, and products. The Guide is "user friendly" and will be updated annually. Hard copy and electronic access are available to purchasers on a cost-recovery basis.

Because this is an important resource for all concerned with quality rural education, it is being made available to rural educators and service providers across the U.S. If you are aware of other programs that should be included in the Guide, please feel free to copy and complete the form located at the back of the Guide, and send it to:

National Rural Education Resources Guide
359 Miller Hall
Western Washington University
Bellingham, WA 98225
(206) 676-3576

Table of Contents

Federal Regions

Region I 1
Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Region II 14
New York, New Jersey

Region III 20
Delaware, Maryland, Pennsylvania, Virginia, Washington D.C., West Virginia

Region IV 51
Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Region V 76
Illinios, Indiana, Michigan, Minnesota, Ohio, Wisconsin

Region VI 96
Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Region VII 118
Iowa, Kansas, Missouri, Nebraska

Region VIII 132
Colorado, Montana, North Dakota, South Dakota, Wyoming, Utah

Region IX 147
Arizona, California, Hawaii, Nevada

Region X 175
Alaska, Idaho, Oregon, Washington

Index 200

Federal Region I

Connecticut
Maine
Massachusetts
New Hampshire
Rhode Island
Vermont

RESOURCE:

Inservice training.

RESOURCE PROVIDER:

Bread Loaf School of English Program in Writing

RESOURCE DESCRIPTION:

This summer graduate program in English offers courses in writing, literature and theatre, which can lead to a Master of Arts degree in English. Full-tuition scholarship for the first year of study; additional financial aid for those who demonstrate need is available for the first and subsequent years. A catalog describing the program and providing detailed descriptions of the courses is available upon request.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

The primary target population for these services are teachers. Rural secondary school teachers of English who have taught at least one, but no more than 15 years, are eligible to apply.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Program in Writing at the Bread Loaf School of English is a program in writing that will encourage rural teachers in their own writing and in the teaching of writing.

CONTACT:
Paul Cubeta
Middlebury College
Middlebury, VT 05753
(802)388-3711

RESOURCE:

Preservice training, inservice training, transition services, publications, and research.

RESOURCE PROVIDER:

Corporation for Supported Employment

RESOURCE DESCRIPTION:

The Corporation for Supported Employment offers education seminars and workshops as well as direct consultation. Dr. Thomas H. Powell and Dr. Ernest L. Panscofar operate as consultants in the area of supported employment.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

The services of the Corporation for Supported Employment are aimed at special education programs in high schools. The primary target population consists of high school students making the transition from school to work and service providers involved in these transitions.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Corporation for Supported Employment is a nonprofit private agency to promote research, education, and technical assistance on employment issues for people with disabilities.

The agency's goals are: to conduct applied research on employment options, to provide educational opportunities for practitioners working with students with disabilities, and to provide technical assistance to schools and businesses to help establish work opportunities for disabled students.

CONTACT:

Thomas H. Powell
Corporation for Supported Employment
78 Eastern Blvd.
Glastonbury, CT 06033
(203)659-1166

RESOURCE:

Inservice training.

RESOURCE PROVIDER:

University of Maine – Department of Education

RESOURCE DESCRIPTION:

The University of Maine's Department of Education offers assistance to teachers, schools, and school districts in mathematics curriculum development and math education. Inservice training is provided to educate teachers in the area of math education.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Professor Bernard R. Yvon offers his services to preschool through middle school students, adults, paraprofessionals, administrators and teachers. Special requirements are available by request. All costs are individually negotiated.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Evaluations of individual school districts which have received consulting services in the past are available.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The University of Maine strives to provide rural teachers and school districts with the finest possible mathematics program for all grades.

CONTACT:

Bernard Yvon, Professor of Education
University of Maine
Department of Education
317 Shibles Hall
Orono, ME 04469
(207)581-2491

RESOURCE:

Inservice training and transition services.

RESOURCE PROVIDER:

Human Services Development Institute

RESOURCE DESCRIPTION:

The Human Services Development Institute provides technical assistance and consultation to the Department of Education, the Bureau of Rehabilitation Services, and the University faculty in the areas of interagency collaboration, transition, policy issues, and strategies for meeting the needs of disabled individuals. There are no specific services available, but telephone inquires are welcome.
The Institute hosts the Northeast International Symposium on Exceptional Children and Youth, which is held every two years.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

The primary target populations for services are high school students, adults, administrators, teachers, and related services providers.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Institute acts as a catalyst and facilitator to initiate communication and change among service providers with similar missions.

CONTACT:
Kathleen Powels
Human Services Development Institute
University of S. Maine
246 Deering Ave.
Portland, ME 04102
(207)780-4430

RESOURCE:

Inservice training, diagnostic/assessment services, and publications.

RESOURCE PROVIDER:

New England Multifunctional Support Center

RESOURCE DESCRIPTION:

Funded to train teachers in Title VII programs. These services are available at no cost. The Center has a very large library of Bilingual/ESL Professional, and classroom materials (books, AV, VCR tapes, etc.). There are books available in Spanish, Portuguese, French, Italian, SE Asian, etc. Staff are available to service area I. Four literary conferences are held each year, and there is an Annual Southeast Asian Conference in Providence, and an Annual Cape Verdean Conference in Providence.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Title VII Center - Teacher Training.

CONTACT:

Alan D. Simone
New England Multifunctional Support Center
345 Blackstone Blvd., Weld Bldg.
Providence, RI 02906
(401)274-9548

RESOURCE:

Technical assistance, transition services, consultation, inservice training, and preservice training.

RESOURCE PROVIDER:

Northeast Regional Resource Center (NERRC)

RESOURCE DESCRIPTION:

The Northeast Regional Resource Center (NERRC) designs and implements four types of activities to effectively achieve its mission: provision of assistance in identifying and solving persistent problems in providing quality education programs; provision of assistance in developing, identifying, disseminating and replicating successful programs and practices which will improve educational and related services to handicapped children and their families; gathering and disseminating relevant information; and coordination of program activities with other Regional Resource Centers and other relevant projects being conducted by the Department of Education.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The NERRC has been operating since September, 1980, through a contract with the U.S. Department of Education's Special Education Program. The NERRC is a program of Trinity College of Vermont in collaboration with NETWORK, Inc. in Andover, Massachusetts. As one of six cooperating Centers in the National Network, its activities are authorized by PL 98-199. The mission of the NERRC and other participating centers is to provide technical assistance, consultation and training to state education agencies and local education agencies relating to educational programs for handicapped children and youth. The programs and services of the NERRC are specifically designed to assist Northeast state and local agencies in assuring that educational policies and procedures result in quality educational programs for handicapped children.

CONTACT:

Star H. Albright, Information Specialist
Northeast Regional Resource Center
Trinity College
Burlington, VT 05401
(802)658-5036

RESOURCE:

Preservice training, inservice training, publications, audio/visual materials, and parent advocacy.

RESOURCE PROVIDER:

Parent Information Center (PIC)

RESOURCE DESCRIPTION:

Trained consultants are available, on a fee for service, to provide one-to-one consultation to assist parents in obtaining appropriate services for their handicapped children. Free training programs offer 65 hours in the areas of special education laws, handicaps, organizing, communication, mediation, and stress. The Center's teaching of organizational and coping skills is designed to prepare parents to work with their child to increase his or her academic, emotional and social abilities.

The following materials are available: training manuals for education advocates and TOCS training (free with workshop attendance), materials list (free), Directory of Summer Camps ($11.50), Almost Everything You Wanted to Know About Testing (for parents – $5.10), and A Guide to Mediation ($2.60). Consultants are also available. They are parents of handicapped children who are skilled in the areas of special education law, handicaps, IEPs, mediation, and state, local and federal resources. Evaluations of consultants by former clients are available.

An annual conference is held in Concord, N.H. for past participants in PIC training. Updates on laws and additional training is provided based on the needs assessment of the participants.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

The primary target populations are teachers, paraprofessionals, adults, administrators, related service providers, and parents. Free services are available to parents of handicapped children, handicapped children, and professionals or service providers to parents of handicapped children.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Written feedback from workshop participants on PIC developed evaluation forms.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Parent Information Center is a private nonprofit organization providing information, support, training and individual consultation to parents of handicapped children, handicapped individuals and/or professionals working with handicapped children/students and their families.

The Center trains parents in special education law and in effective communication to better enable them to serve as advocates for their own handicapped children. This is accomplished through the many varied workshops and resources that the Center offers.

CONTACT:

Judith Raskin, Executive Director
P.O. Box 1422
Concord, NH 03301
(603)224-7005

RESOURCE:

Transition services.

RESOURCE PROVIDER:

Project L.I.V.E.

RESOURCE DESCRIPTION:

Project L.I.V.E. offers specific transition service such as: pre-vocational assessment and vocational planning, job development, TASL and job analysis, one-to-one supervision at all job sites, 10 hour student performance observation, time samplings and behavioral observations, summer employment, permanent placement upon graduation, referral services, transportation, fundamental/practical life skills programming, and follow-up services after graduation. All Project L.I.V.E. participants go through a referral process at the age of 15. They must be referred by a school teacher. A complete assessment of their needs and skills is evaluated and the results are matched to an appropriate job site. The student must continue to maintain such criteria as: 1) appropriate academic work; 2) dress appropriate to the job site; 3) appropriate personal hygiene; and 4) appropriate behavior.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

For high school students in the region requirements are that they be disabled and/or handicapped and that they be referred by a teacher.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Annual reviews of the program are performed by the Special Education Directors, the Advisory Committee, the Bureau of Vocational Rehabilitation, and the Bureau of Mental Retardation. The program also evaluates itself based on client outcomes.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Project L.I.V.E. is a public school agency that has developed a cooperative transitional program with the State Bureau of Mental Retardation, the Bureau of Vocational Rehabilitation, and several private providers.

Project goals are: to provide transitional work experience for moderately and severely developmentally delayed, autistic, and multiply handicapped students aged 14-20 who are currently enrolled in public school programs; to provide transitional work experience for learning disabled and emotionally disturbed students aged 14-20; and to provide these students with exposure to a work environment.

CONTACT:

Gary R. Plossay, Project Director
MSAD #11
Rt. #5A Cobbossee Ave.
Gardiner, ME 04345
(207)377-2500

RESOURCE:

Special programs, inservice training, and residential and day treatment.

RESOURCE PROVIDER:

Spaulding Youth Center

RESOURCE DESCRIPTION:

Spaulding Youth Center provides the following services: daily living skills training, educational programs, adaptive physical education and vocational training, home programming, transition services, and individual and group counseling.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Preschool, elementary, and middle school children are referred by their schools, social welfare agencies, the court, and their families. Age and presenting problems are keys to eligibility.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Spaulding is a residential and day treatment center for emotionally disturbed and autistic children, utilizing a behavioral system, home involvement, clinical services, and individualized programming to achieve success.

The primary goal of Spaulding is that each child achieves his or her full potential.

CONTACT:

Andrew Conney, Director
Spaulding Youth Center
P.O. Box 189
Tilton, NH 03276
(603)286-8901

RESOURCE:

Inservice training, transition services, diagnostic/assessment services, and on-site technical assistance.

RESOURCE PROVIDER:

State Interdisciplinary Team for Intensive Special Education (I-Team)

RESOURCE DESCRIPTION:

I-Team members can assist with all aspects of a student's educational program including assessment, placement, program planning, implementation, and evaluation. Trained parents also provide information to other parents and families. There is no charge for services. Brochures and handbooks are available at no cost. Additional information is available at the cost of reprinting.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

School age children must be at or below the 24-month level in cognition and receptive language. Preschoolers: 18-month level.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Annual mid-year evaluations of services are sent to all referring teachers and administrators. Interviews of a sample of teachers, parents, and administrators are conducted each spring.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The I-Team is an interdisciplinary group of professionals who provide technical assistance to local school districts serving students with multiple handicaps.

The major goal is to assist local educators in the development and implementation of effective individualized programs for students with multiple disabilities. "Best practices" are encouraged through on-site consultation and formal inservice training. Services are limited to the State of Vermont.

CONTACT:

Lu S. Christie
I-Team
University of Vermont
499C Waterman Building
Burlington, VT 05405
(802)656-1144

RESOURCE:

Publications

RESOURCE PROVIDER:

University of Maine

RESOURCE DESCRIPTION:

The Journal of Research in Rural Education is designed to disseminate research to institutions of higher education and professional educators.

Subcription rates are: 1) individual–$15.00, 2) student–$10.00, and 3) institutions and libraries–$40.00 (Please include $12.00 for Canadian and overseas orders).

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

The Journal makes available issues and practices in human learning, educational leadership, teacher preparation, and staff development.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Journal of Research in Rural Education is designed to provide a forum for dissemination of educational research conducted in a rural setting or relevant to rural education.

CONTACT:

Dr. Walter McIntire, Editor
University of Maine
400 Shibles Hall
Orono, ME 04469

RESOURCE:

Special education services.

RESOURCE PROVIDER:

Vermont Department of Education

RESOURCE DESCRIPTION:

The Vermont Department of Education currently has a federal training grant to train speech-language pathologists who will then stay in Vermont's public schools for a minimum of three years. Vermont is one sponsor of the Northeast International Symposium for Exceptional Children and Youth. This symposium is organized by the four maritime provinces and three northern New England states (New Hampshire, Vermont, and Maine). All of the areas are predominately rural.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Vermont Department of Education's Special Education Unit is staffed with thirteen professional positions. The Unit has a long range plan encompassing sixty four different activities. These include address services, funding, parent involvement, and professional development.

CONTACT:

Susan Kimmerly
Vermont Department of Education
120 State St.
Montpelier, VT 05602
(802)828-3141

Federal Region II

New York
New Jersey

RESOURCE:

Preservice training, inservice training, advanced technologies, transition services, equipment, publications, audio/visual materials, research, and dissemination of consultant information.

RESOURCE PROVIDER:

American Foundation for the Blind

RESOURCE DESCRIPTION:

The American Foundation for the Blind is a private, nonprofit organization established in 1921 to carry on research, collect and disseminate information, and advise and provide consultation to agencies and organizations on matters related to improving and strengthening social, educational and rehabilitation services for blind persons. A large number of services are available including scholarships for blind or visually impaired college students.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

The American Foundation for the Blind will review all requests for services. No specific requirements are suggested beyond the fact that requests should be relevant to the needs of the blind and visually impaired.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The American Foundation for the Blind provides technical assistance to professionals in specialized schools and agencies for the blind and to community agencies, organizations and corporations. These services include training, consultation, professional publications, public information, and social and technological research with the goal of assisting in the full and meaningful independence of blind and visually impaired individuals.

CONTACT:

William Gallagher
American Foundation for the Blind
15 West 16th Street
New York, NY 10011
(212)620-2000

RESOURCE:

Preservice training, inservice training, publications, and audio/visual materials.

RESOURCE PROVIDER:

BOCES Geneseo Migrant Center

RESOURCE DESCRIPTION:

The Center : 1) provides direct service programs for migrant farmworker families while they are in New York State, July - November (these programs include: adult education, health and dental services, folk arts and creative artistic programs and recreational services); 2) coordinates the Migrant Dropout Reconnection Program (MDRP) and houses a national clearinghouse on migrant dropout youth, publishes a monthly newsletter Real Talk, and maintains a toll-free hotline; and 3) conducts awareness and training workshops to teach others about the unique culture of the migrant farmworker. This is done primarily by using the Migrant Heritage Studies Kit, a multi-media, multi-ethnic teaching tool.

There is no cost to the migrant workers for services. Agencies requesting services may be responsible for travel expenses. The Joseph Mattera National Scholarship Fund for Migrant Children is administered by the Center. The fund is to assist financially, those migrant youth who have the potential and desire to further their education to achieve their personal and career goals. A list of available materials can be obtained through the Center.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

The Center provides services to migrant farmworker families, primarily out-of-school youth and adults.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Programs are evaluated annually.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The BOCES Geneseo Migrant Center, located in western New York State, conducts a variety of programs for migrant farmworker families. The Center also houses a repository of information on migrant farmworkers including over 5000 pamphlets, articles, studies, and other sources. The Center also coordinates, for 26 states, a Migrant Dropout Reconnection Program (MDRP) to identify and serve migrant dropout youth.

CONTACT:

Gloria Mattera, Director
BOCES Geneseo Migrant Center
Holcomb Building, Room 210
Geneseo, NY 14454
(716)245-5681

RESOURCE:

Special programs, publications, and research.

RESOURCE PROVIDER:

Helen Keller International (HKI)

RESOURCE DESCRIPTION:

The Helen Keller International program offers technical assistance in the development of culturally appropriate, economically viable and replicable programs of education, rehabilitation, and blindness prevention. The program provides a publication series covering innovative approaches to the development of special education and rehabilitation programs for blind and visually impaired persons. The publication also covers technical innovations in the field of blindness prevention.

Staff are available for consultation on the development of low cost innovative, interventions in special education and rehabilitation of the blind and visually impaired. Consultants are also available in the area of blindness prevention -- nutritional blindness, cataract, and trachoma.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Government and non-government agencies in the developing countries of Asia, Africa and Latin America committed to improving the quality of life of blind individuals and/or preventing blindness are eligible for services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

HKI carries out periodic self-evaluations, as well as independent third party evaluations of its projects in all countries. Copies of these evaluation reports are available on request.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The HKI program offers technical assistance to government and non-government agencies in developing countries (principally in Asia, Africa and Latin America) in the areas of education and rehabilitation of the blind, as well as blindness prevention.

CONTACT:

Lawrence Campbell
Helen Keller International
15 West 16th St.
New York, NY 10011
(212)807-5800

RESOURCE:

Preservice training and inservice training.

RESOURCE PROVIDER:

North Country Tutorial Outreach Program (NCTOP)

RESOURCE DESCRIPTION:

The following services are provided by NCTOP: 1) in-school tutorial - tutors migrant students on a one-to-one basis in reading, writing, and math; 2) Migrant Health Voucher System - provides a wide range of needed health care for migrant children that is not available from any other source; 3) parental tutorial - encourages abilities and attitudes which promote positive teaching of children in the home; 4) Adolescent Outreach Program - meets the unique needs of teenagers; and 5) Migrant Student Transfer System - provides data services to migrant education. MENTOR, a national correspondence course for educators teaching migrant children, is a 143 project directed by Dr. William Q. Davis. MENTOR will teach teachers about special needs and special services for migrant children. Teachers selected for Project MENTOR will earn college credit through Potsdam's School of Professional Studies. NCTOP staff have presented workshops on teaching reading, dropout prevention, learning disabilities, and parent education programs.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Eligibility is based on the guidelines established by the U.S. Department of Education which define "migrant child."

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

The New York State Education Department conducts an annual review of NCTOP.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The North County Tutorial Outreach Program is capable of providing services to migrant children throughout Franklin, Clinton, Essex, and St. Lawrence counties. NCTOP hires, trains and supervises tutors to work with migrant children in cooperating schools. The only requirement made of the school is space in which the tutor and student may work. All other aspects of the project are handled by NCTOP including needs assessment for each student and an evaluation of the results of the tutorial program.

NCTOP's main goal is to serve migrant children in widely scattered rural school districts in a manner which will offer continuity in each child's education as he/she moves between school districts.

CONTACT:

William Davis
North Country Tutorial Outreach Program
100 Satterlee Hall
SUC of Arts & Science
Potsdam, NY 13676
(315)267-2510

RESOURCE:

Special programs and/or summer camp, transition services, and publications.

RESOURCE PROVIDER:

Young Adult Institute (YAI)

RESOURCE DESCRIPTION:

The Young Adult Institute (YAI) offers many services to the developmentally disabled community at no cost. These services include: residential services including intermediate care facilities, community residences, and satellite apartments; day treatment programs; community and family services including Evening Adjustment Centers, The Alumni Club, child and adolescent programs, respite services, Project Intervene (which seeks to prevent ordinary problems from turning into crisis situations) and crisis intervention; innovative television programs; and training for competitive employment.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

To be eligible a person must be certified developmentally disabled.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The YAI is a not-for-profit, nonsectarian agency providing a full range of counseling, training, employment, treatment and residential programs to developmentally disabled people throughout the New York metropolitan area and Westchester county. Our purpose is to assist these individuals in progressing from dependency and isolation to a more productive, self-sufficient and integrated role in society.

CONTACT:

Michael Kramer, Coordinator
Young Adult Institute
460 West 34th St.
New York, NY 10001
(212)563-7474

Federal Region III

Delaware
Maryland
Pennsylvania
Virginia
Washington D.C.
West Virginia

RESOURCE:

Inservice training and special programs.

RESOURCE PROVIDER:

Access to Excellence Program - National Endowment for the Humanities

RESOURCE DESCRIPTION:

The program coordinator is able to travel widely to promote Endowment programs to groups of teachers and educators wherever they may be. Should interested institutions or individuals want to create an application the program coordinator is able to provide as much technical assistance as is needed to develop a competitive proposal. All NEH publications which describe the Endowment's programs are available free of charge from the Access to Excellence program coordinator.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

All U.S. citizens and any nonprofit organizations are eligible for program services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Access to Excellence program is designed to increase the availablility and accessibility of programs at the National Endowment for the Humanities for rural teachers and students. Fellowships and stipends enable teachers to do independent studies, attend seminars and institutes, and travel. The Access to Excellence program coordinator travels widely to promote the National Endowment for the Humanities. The goal of the program is to more broadly disseminate information about the Endowment and to provide technical assistance to those interested in applying.

CONTACT:

Carl Dolan
National Endowment for the Humanities
Access to Excellence Program
1100 Pennsylvania Ave. N.W., Room 302
Washington, DC 20506
(202)786-0384

RESOURCE:

Directory of special programs and/or summer camp, local chapters of inservice training, information on transition services, publications and audio/visual materials.

RESOURCE PROVIDER:

Association for Children and Adults with Learning Disabilities (ACLD)

RESOURCE DESCRIPTION:

National Headquarters has a resource center of over 500 publications for sale in addition to providing a film rental service. ACLD and its state affiliates work directly with school systems in planning and implementing programs for early identification and diagnosis, as well as remediation in resource and special classroom situations. The ACLD Governmental Affairs Committee provides information and recommends action on pending legislation which may affect children with learning disabilities and/or their families. Annual international and state conferences bring expertise and interchange together to report and discuss recent findings and to offer new insights. Published five times annually, the official ACLD newsletter, NEWSBRIEF, covers current developments in the field of learning disabilities.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

ACLD is the only national organization devoted to defining and finding solutions for the broad spectrum of learning problems. ACLD has 50 state affiliates with more than 775 local chapters. Membership totals over 60,000 including concerned citizens, parents, and professionals from many sectors.

CONTACT:

Ms. Jean Petersen
Association for Children and Adults with Learning Disabilities
4156 Library Road
Pittsburgh, PA 15234
(412)341-1515

RESOURCE:

Publications/information and referral, lobbying, and legislative hotline.

RESOURCE PROVIDER:

American Council of the Blind (ACB)

RESOURCE DESCRIPTION:

American Council of the Blind services include: toll-free information and referral on all aspects of blindness; governmental monitoring, consultation and advocacy including the Washington Connection, a national legislative hotline; scholarship assistance to blind and visually impaired postsecondary students; a free bimonthly national magazine, The Braille Forum; and a monthly half-hour radio program, ACB Reports. In 1987, the ACB will award five $1500 scholarships to legally blind postsecondary students in the categories of entering freshmen, undergraduate, graduate, and vocational/professional.

The Council distributes resource lists and information on many different aspects of blindness. Many of these brochures and lists are available free of charge. Topics include: employment information, low vision aids and appliances, adapted computer equipment, scholarships available to blind and visually impaired students, resource lists for parents of blind children, etc. The Council consults with industry regarding employment of the blind and visually impaired; we consult regarding new aids and applicances being introduced; legal counsel is available from a lawyer on staff; we refer clients to both professional and lay-people involved in all aspects of blindness on the national, state and local levels. The Council hosts several seminars, conferences and workshops on many aspects of blindness. There will also be exhibits from most of the companies and organizations that service the blind and visually impaired.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Membership and services are available upon request. Legal blindness is a requirement to service on the ACB Board of Directors (with the exception of the Secretary and Treasurer's positions). Membership-at-large to the American Council of the Blind is $3 for the first year and $2 for each additional year.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The ACB is the nation's leading membership organization of blind and visually impaired people. ACB has 53 state and regional affililates and 18 national special interest and professional affiliates. The Braille Forum is the Council's free bimonthly national magazine with a readership of over 30,000. The Council strives to improve the well-being of all blind and visually impaired people by: improving educational and rehabilitation facilities and opportunities; elevating the social, economic and cultural levels of blind people; broadening vocational opportunities; cooperating with public and private organizations concerned with blind services; and conducting public education programs to promote greater understanding of blindness and the capabilities of blind people.

American Council of the Blind (Cont.)

CONTACT:

Ms. Stephani Cooper, Information Officer
1010 Vermont Ave. N.W.
Suite 1100
Washington, DC 20005
(202)393-3666

RESOURCE:

Inservice training, advanced technologies, publications, and transition services.

RESOURCE PROVIDER:

Appalachia Educational Laboratory, Inc. (AEL)

RESOURCE DESCRIPTION:

The Appalachia Educational Laboratory, Inc. (AEL) is a clearinghouse for the region's educators. Consultation is available on most topics of concern, either from staff or from AEL members. AEL makes available, at no charge, an AEL Resource Center products and publications catalog. Also available through AEL are mini-grants to professors and graduate students conducting interinstitutional, programmatic research pertinent to AEL's mission and goals. The following services are available: publications, trainer-of-trainer workshops on key issues, evaluation studies, technical assistance in areas such as technology and school/classroom management, and district-wide assessment of school excellence using the profile of School Excellence (PRO-S/E). The AEL hosts many conferences throughout the year; many are cosponsored with various professional associations from the region served.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Primary target populations for AEL services are administrators, teachers, and related service providers. Recipient of AEL services must be residents of Kentucky, Tennessee, Virginia, or West Virginia. AEL services and products may also be available through the Regional Labs.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

AEL provides formal reports as well as opportunities to contact past/current service receivers.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The AEL is a private, nonprofit corporation operated primarily under a contract with the U.S. Department of Education. The Lab has been vigorously involved in educational improvement for twenty years. First chartered in 1966, AEL's original constituency was rural Appalachia. New boundaries were established in 1985 and the lab now serves all sections of Kentucky, Tennessee, Virginia, and West Virginia.

Under its current contract, the AEL's goals are to work toward the improvement of professional quality, curriculum and instruction, community support, and equal educational access for all students.

CONTACT:

Dr. Terry L. Eidell, Executive Director
Appalachia Educational Laboratory, Inc.
P.O. Box 1348
Charleston, WV 25325
(304)347-0400

RESOURCE:

Special programs and/or summer camp, inservice training, and diagnostic/assessment services.

RESOURCE PROVIDER:

Armstrong and Indiana Intermediate Unit (ARIN)

RESOURCE DESCRIPTION:

The Armstrong and Indiana Intermediate Unit (ARIN) is a regional educational service agency working with school districts and area vocational-technical schools in Armstrong and Indiana counties, Pennsylvania.

ARIN and the superintendents of the eleven school districts in Armstrong and Indiana Counties, Indiana University of Pennsylvania (IUP) and Phi Delta Kappa cosponsor the largest teacher inservice of the school year. Unified Inservice Day is held annually in January and provides numerous workshops to over 2000 educators. Together with presenters from other parts of the state and country, IUP faculty conduct many ofthe workshops.

ARIN Intermediate Unit's Adult Learning Center and IUP's Center of Community Education pool resources to close the gap between theory and practice. By working together, the practitioners are able to apply the latest research findings in the classroom and the researchers are able to observe adult learning taking place.

The University School, operated by IUP, offers a unique opportunity to mainstream children enrolled in ARIN Intermediate Unit's Special Education Programs. The University School is an ideal environment to field test the mixed category and hearing impaired programs because the University School's facility consists of both public school certified teachers and university professors and it is accessible to IUP's School of Education, Departments of Special Education and Speech and Language. Summer programs for the arts and marine biology are two more examples of the collaboration between ARIN and IUP. IUP faculty provides intensive week-long educational experiences to high school students from the surrounding schools. The arts program includes art, dance, photography, music, theater and writing. The biology program includes a trip to Andros Island in the Bahamas during which students participate in intensive laboratory and field experiences. Academically-able students from the eleven school districts in Armstrong and Indiana Counties participate in the ARIN-IUP Mentorship Project. IUP faculty in mathematics, biology, physics, chemistry and computer programming act as mentors for high ability tenth, eleventh and twelfth grade students. Indiana area schools, the University School and IUP participate in the China Outreach Project for Indiana Area Schools (COPIAS). Students are learning about Chinese culture and language.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

Armstrong and Indiana Intermediate Unit (Cont.)

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The ARIN Intermediate Unit's goals are to provide technical and support services to educational entities in the areas of management, instructional support, inservice education, special education services and programs, and partnership activities. The primary goal of partnership activities is to establish meaningful relationships between the educational community and the community. By matching the needs of the school with the resources available in the community, these formal partnerships improve the quality of education.

CONTACT:

Rhonda Luckey, Management Specialist
Box 175, Route 422
Shelocta, PA 15774
(412)354-3111

RESOURCE:

Special programs and/or summer camp, preservice training, inservice training, transition services, diagnostic/assessment services, and publications.

RESOURCE PROVIDER:

Bland County Public Schools, Special Education

RESOURCE DESCRIPTION:

This special education program tests students and evaluates them with a view towards placement in special education. The program provides specialized and individualized teaching; it provides vocational assessment and evaluation and works to ease the transition from school to work.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Preschool, elementary and high school students who as a result of testing and evaluation are shown to be in need of special education services are eligible.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

There is a yearly survey of needs by the Special Education Advisory Committee.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Bland County Public Schools special services meet the individual student's needs while he or she is in school and helps the individual make the transition to a work environment. The program provides inservice training for both educators and administrators. The intention is to provide comprehensive services to meet the individual needs of the student.

CONTACT:

Judy F. Farmer, Coordinator of Special Services
Bland County Public Schools
Special Education
P.O. Box 128
Bland, VA 24315
(703)688-3361

RESOURCE:

Special programs, diagnostic/assessment services, and publications.

RESOURCE PROVIDER:

Carroll County Public Schools Prep Program

RESOURCE DESCRIPTION:

Carroll County Public Schools Prep. Program offers home-based parent and infant education, school-based preschool program, speech and language therapy, physical therapy, occupational therapy, vision services, hearing services, and parent groups. There is no cost for any services. A Prep Curriculum Guide is available from the program.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Any child, from newborn to five years of age, with an identified handicapping condition (according to Maryland state guidelines) who resides in Carroll County, Maryland is eligible for service.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Carroll County Public Schools Prep. Program offers infant and preschool services for handicapped children including a full range of home- and school-based educational and related services. The primary goal of the program is to maximize development of handicapped children.

CONTACT:

Jewell H Makolin
Carroll Cty. Public School Prep. Prog.
55 North Court St.
Westminster, MD 21157
(301)848-8280

RESOURCE:

Publications and research.

RESOURCE PROVIDER:

Center for the Study of Learning (CSL)

RESOURCE DESCRIPTION:

N/A.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Center for the Study of Learning conducts research on learning and instruction in mathematics, science and social studies, as well as general learning skills.

The CSL's purpose is to produce research that is useful to practitioners and which results in the enhancement of current instructional practices.

CONTACT:

Leslie Salmon-Cox, Assistant Director
University of Pittsburgh
Center for the Study of Learning
3939 O'Hara St.
Pittsburgh, PA 15260
(412)624-4744

RESOURCE:

Preservice training, inservice training, advanced technologies, publications, and research.

RESOURCE PROVIDER:

Center for the Study of Rural Librarianship

RESOURCE DESCRIPTION:

The Center is an activity of the faculty of the College of Library Science, Clarion University of Pennsylvannia. An ALA-accredited MSLS degree is offered by the University. Speakers and consultants on library issues are available. For students in the MSLS program there are scholarships available for those interested in school librarianship. Graduate assistantships are also granted to qualified applicants.

The following materials are available: Rural Libraries, a journal published semi-annually ($6.00 per year); The Rural Bookmobile - proceedings of two conferences held on bookmobile service in Rural America ($9.95 and $14.95); Developing a Marketing Program for Libraries - a practical guide for librarians new to the marketing concept ($5.00); and Output M - microcomputer software to measure a variety of library statistics which is available for IBM or Apple ($99.00).

Dr. Bernard Vavrek is available for consultation on rural librarianship and Dr. Joseph Grunenwald is available as a consultant on marketing for libraries.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Center for the Study of Rural Librarianship is interested in the small library in the rural context. Public, school, academic and special libraries are all within the interests of the Center. The Center conducts research, continuing education workshops, and actively publishes. The goal of the Center is to extend the knowledge relevant to the nature and the role of rural libraries in the United States. The Center's active publications program includes bibliographies, conference proceedings, and Rural Libraries, a journal dealing with issues and topics focusing on rural librarianship.

CONTACT:

Bernard Vavrek
Center for the Study of Rural Librarianship
Clarion University of Pennsylvania
Clarion, PA 16214
(814)226-2383

RESOURCE:

Preservice training, inservice training, and publications.

RESOURCE PROVIDER:

University of Charleston - Education Department

RESOURCE DESCRIPTION:

The Department offers teaching certification in elementary, secondary, and special education. The department has an MA program in Educational Computing. Scholarships based on merit and need are available. The following materials are available: instructional module (preservice or inservice), Using Microcomputers with Mainstreamed Exceptional Students - prepared under a grant for AACTE ($7.00); and observation module (preservice or inservice), Observation - prepared under a grant from the Southern West Virginia Dean's Grant Consortium ($10.00).

Aimee Howley is available for consultation on Gifted Education. Reviews of her work are available from WVGEA, ACRES, and the Research Management Corp. Geoff Coward is available for consultation on foundations of education, education technology, and theatre in education.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Must be enrolled in the University of Charleston to be eligible.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Education Department trains undergraduates in elementary, secondary, and special education fields. In conjunction with the Computer Information Systems Department, it trains graduate students in educational computing.

The Department goals are to: develop the teaching competencies of preservice teachers in elementary, secondary, and special education; and improve the use of instructional technology (especially computers) by practicing teachers.

CONTACT:

Aimee Howley, Chairperson
University of Charleston
Education Department
2300 MacCorkle Ave S.E.
Charleston, WV 25325
(304)357-4709

RESOURCE:

Publications and advanced technologies.

RESOURCE PROVIDER:

ERIC Clearinghouse on Handicapped and Gifted Children

RESOURCE DESCRIPTION:

The Clearinghouse provides custom information services. The library is open to the public for reference only. The complete ERIC microfiche collection is available to library users. There are workshops on how to use ERIC and ECER.

The following materials are available: bibliographies, state-of-the-art reports, computer search reprints, and online searches of ERIC and ECER databases. (On-line search fees: for CEC members, $25 for one database and $40 for two databases; for nonmembers, $35 for one database and $50 for two databases.)

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Services are available to the public.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

ERIC Clearinghouse on Handicapped and Gifted Children acquires, abstracts and indexes journal articles and documents concerning children and youth who require special education services. It answers information requests from persons interested in exceptional children.

CONTACT:

Judi Conrad
ERIC Clearinghouse on Handicapped and Gifted Children
1920 Association Dr.
Reston, VA 22091
(703)620-3660

RESOURCE:

Inservice training and diagnostic/assessment services.

RESOURCE PROVIDER:

Evaluation Assistance Center - East (EAC East)

RESOURCE DESCRIPTION:

The Evaluation Assistance Center - East (EAC East) is supported by the Office of Bilingual Education and Minority Language Affairs (OBEMLA) in the U.S. Department of Education. All services of the EAC East are provided at no cost to clients. The EAC East provides services to local school districts in coordination with State Education Agencies and regional Title VII Multifunctional Resource Centers. Products of the EAC East are available through National Clearinghouse for Bilingual Education (800/647-0123).

ELIGIBILITY REQUIREMENTS FOR SERVICES:

The EAC East targets its services to state and local agencies which receive support from ESEA Title VII, the Bilingual Education Act.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

The EAC East regularly evaluates its technical assistance and uses this information for internal improvements and reports to the government.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Evaluation Assistance Center provides technical assistance to state and local agencies in the eastern half of the United States on the evaluation and assessment of instructional programs for limited English proficient students.

CONTACT:

Michael O'Malley
Evaluation Assistance Center - East
Georgetown University
1916 Wilson Blvd., Suite 302
Arlington, VA 22201
(202)625-3540

RESOURCE:

Special programs and/or summer camp, transition services, and diagnostic/assessment services.

RESOURCE PROVIDER:

Frederick County Vocational Support Service Team (VSST)

RESOURCE DESCRIPTION:

Evaluation and instructional assistant services are available at no cost to students enrolled in Frederick County Public Schools. Adult vocational evaluations and training are coordinated with the Frederick Community College, and job preparatory skills training/summer employment opportunities are coordinated with the Frederick County Job Training Agency.

Our program has received: the 1985 award of Excellence in Vocational Technical Education MSDE; a nomination for the Secretary of the U.S. Office of Education Award for Outstanding Vocational Program; 1987 selection as one of twelve national exemplary programs for implementing the mandates of the Carl D. Perkins Act by the Vocational Studies Center; University of Wisconsin-Madison; and the 1987 Special Achievement Award by the MSDE, DVTE. Products available include Frederick County Vocational Support Service Team Brochure, Career Education Industrial Visitation Workshop Booklet/Example, Equity Folder, Vocational Learning Activities Packets in 14 areas distributed by the Vocational Curriculum Center, University of Maryland and "Profiles of Success" project description disseminated through the University of Wisconsin-Madison, Vocational Studies Center.

Ronald Hoyman, Vocational Evaluator/VSST Coordinator and Louis Sacchetti, Special Education Instructor/Coordinator can provide complete information on the development and operations of vocational evaluation support services. Evidence of workshop presentations and expertise can be obtained from Ruth Pear, Specialist in Special Programs, Maryland State Dept. of Education.

Presentations and information on vocational support services for secondary education grades 9-12 at the Frederick County Vocational Technical Center, Frederick Maryland are available on an individual basis.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Students or adults attending vocational training programs offered by the Frederick County Board of Education who are diagnosed as handicapped or academically disadvantaged are eligible for services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

On-site visitations of services located at the Frederick County Vocational Center or project description published and disseminated through the Vocational Studies Center, University of Wisconsin-Madison.

Frederick County Vocational Support Service Team (Cont.)

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Frederick County's Vocational Support Service (VSST) program is a unique award-winning multiphase program designed to provide special needs students with the educational assistance and job preparatory skills necessary to successfully complete vocational training opportunities in preparation for the world of work.

The goal of the VSST Program is to help disadvantaged and handicapped students identify appropriate vocational training programs, provide individual and small group instructional assistance, monitor student progress, provide job preparation skills and summer employment opportunities, equity guidance and enrollment opportunities and provide gainful employment upon graduation.

CONTACT:

Mr. Ronald Hoyman
Frederick County Vocational Support Service Team
7922 O'Possumtown Pike
Frederick, MD 21701
(301)694-1659

RESOURCE:

Special programs, preservice training, inservice training, and research.

RESOURCE PROVIDER:

Garrett County Board of Education

RESOURCE DESCRIPTION:

Garrett County Go-Getter's is a puppet troop developed to break down the barriers of understanding between the handicapped and non-handicapped on what it's like to be different. The following services are available: diagnostic educational evaluations, preschool, audiological screening, OT services, PT services, vocational education career assessments, and speech therapy.

The following resources are available: Curriculum Guide: Understanding Handicapped Conditions - an awareness unit on mainstreaming; and books on blindness, deafness, the emotionally handicapped, mental retardation, and the physically handicapped.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

In accordance with Federal Law 94-142 and the Maryland State Bylaw for Special Education, state and local education agencies shall provide free and appropriate education programs and related services for all handicapped children, from birth through age twenty, who are found to be in need of special education services. These special services are to begin as soon as the child can benefit from them. Children are to be educated according to their needs and in a setting that provides as much contact as appropriate with their non-handicapped peers. This procedure implements the principle of least restrictive environment.

CONTACT:

Sarah Wilson
Garrett County Board of Education
40 S. Fourth St.
P.O. Box 59
Oakland, MD 21550
(301)334-8900

RESOURCE:

Publications and research.

RESOURCE PROVIDER:

Higher Education and the Handicapped (HEATH) Resource Center

RESOURCE DESCRIPTION:

HEATH provides over 20 fact sheets, newsletters and occasional papers. All services are free upon request.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Service are open to all.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Free materials upon request.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The HEATH Resource Center functions as the National Clearinghouse on Postsecondary Education for Handicapped Individuals, serving all disability groups and their families, educators and service providers. Our goal is to provide information on educational options after high school for handicapped persons, their families and educators/ service providers.

CONTACT:

Mr. Jay Brill
1 Dupont Circle
Suite 800
Washington, DC 20036
(800)544-3284

RESOURCE:

Audio/visual materials.

RESOURCE PROVIDER:

National Audiovisual Center

RESOURCE DESCRIPTION:

Audio/visual materials for sale and for rent.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Center, which is administered by the National Archives and Records Administration, has a large collection of audio/visual materials available for purchase or rental. The Center has topical information lists available free of charge.

CONTACT:

Mary Kendrick
National Audiovisual Center
Nat. Archives and Rec. Admin.
8700 Edgeworth Drive
Capitol Heights, MD 20743-3701
(301)763-1891

RESOURCE:

Special programs and/or summer camp, preservice training, inservice training, publications, and audio/visual materials.

RESOURCE PROVIDER:

National Coalition of Alternative Community Schools

RESOURCE DESCRIPTION:

The following materials are available: newsletter ($15/year); membership ($30/year includes directory); a directory of alternative schools in 7 states and 16 counties ($12.50); videos (prices vary); a journal; an annual convention; and individual services. Speakers are available through the Association, and a computer network is in the works. Information on scholarships, student exchanges, and exemplary schools is available.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Anyone can subscribe. To be a voting member, a school must be non-discriminatory and participant-controlled.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

We are the only national and international alternative school organization which provides a wide range of services to member schools. The agency's goal is to promote and protect alternative, democratic, and experiential education.

CONTACT:

Jerry Mintz, Executive Director
National Coalition of Alternative Community Schools
Rd 1, Box 378
Glenmoore, PA 19343
(215)458-5138

RESOURCE:

Inservice training, advanced technologies, and publications.

RESOURCE PROVIDER:

National Committee for Citizens in Education (NCCE)

RESOURCE DESCRIPTION:

The following services and materials are available through NCCE: a computerized clearinghouse of school-related information; inexpensive, jargon-free handbooks and films; a constant monitor of federal legislation; technical assistance to parent groups; training sessions for parents, teachers, and school administrators to help create school-level councils; a direct-mail catalog; a newsletter published six times a year; ACCESS, the information clearinghouse about public schools; Network for the Public Schools - the paper for parents; and Learning Disabilities: The Hidden Handicap - six 30-minute audiodocumentaries ($35). Carl Marburger is available for consultation on school-based improvement training.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Anyone can call NCCE's toll-free hotline 1-(800)-NETWORK for information. Membership is $25 a year for individuals or groups.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The National Committee for Citizens in Education is a nonprofit organization devoted to improving the quality of public schools through increased parent involvement. The NCCE provides the information resources that parents and citizens need to become involved in school decision making at the local level.

The NCCE's goals are to: help parents improve education for their children; train parents, educators, and citizens to work constructively for better schools; provide information and resources needed to improve the quality of the public schools; and establish a National Center for Parents in Dropout Prevention.

CONTACT:
Mindy Golden
National Committee for Citizens in Education
10840 Little Patuxent Pkwy, Suite 301
Columbia, MD 21044
(301)997-9300

RESOURCE:

Publications and technical assistance.

RESOURCE PROVIDER:

National Information Center for Handicapped Children and Youth (NICHCY)

RESOURCE DESCRIPTION:

National Information Center for Handicapped Children and Youth (NICHCY) is not a direct service provider, but offers information and referral services, free of charge. An extensive list of publications is available. Upon request, NICHCY staff members provide consultative and technical assistance on the topics of collaboration, respite, group organization and maintenance, evaluation, media presentation, conference and workshop presentations, group facilitation, and location of information and resources.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

NICHCY is a free information service specializing in educational issues, but it also provides information on a broad range of topics concerning the needs of children and youth with handicaps. NICHCY will refer inquirers to other organizations/services at the state, local or national level with an emphasis on "Parent Group" information. NICHCY serves parents, educators and others involved with children and youth with handicapping conditions.

NICHCY's goal is to assist parents, educators, caregivers and others in ensuring that all children and youth with disabilities have a better opportunity to reach their fullest potential.

CONTACT:

Dolores John, Director
National Information Center for Handicapped Children and Youth
P.O. Box 1492
Washington, DC 20013
(703)522-3332

RESOURCE:

Advanced technologies, equipment, publications, and research.

RESOURCE PROVIDER:

National Rehabilitation Information Center (NARIC)

RESOURCE DESCRIPTION:

National Rehabilitation Information Center (NARIC) produces two databases: REHABDATA, a listing of more than 16,000 items of rehabilitation literature and research; and ABLEDATA, a listing of over 14,000 commercially available products.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Anyone interested in disability-related information, including disabled persons and their families, educators, students, practitioners, and administrators, are eligible for NARIC's services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

NARIC is the largest single source for information on disability-related research, support services and consumer products. NARIC is committed to gathering, managing and indexing information on any and every subject related to disabilities.

CONTACT:

National Rehabilitation Information Center (NARIC)
Information Team
4407 Eighth St. N.E.
Washington, DC 20017
800-34-NARIC

RESOURCE:

Inservice training, transition services, publications, and research.

RESOURCE PROVIDER:

National School Boards Association (NSBA)

RESOURCE DESCRIPTION:

The National School Boards Association (NSBA) publishes School Board News, a "newspaper of record" for school board members, which features analyses of national events by prominent figures, state association leadership events, and showcase events in local school systems (subscription: $60/year, 24 issues). The Association also publishes Leadership Reports which is published quarterly and provides in-depth analysis of complex educational issues and extensive bibliographic materials ($9 each). A membership/information brochure is available. The Association also has an annual conference.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

In order for its board members to be eligible for participation in the Rural District Forum, a school system must be either: located in a rural setting; have student enrollment of not more than 2,500; an intermediate or county unit serving primarily rural populations; or encountering problems related to areas with population densities of less than 1,000 persons per square mile.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The National School Boards Association represents approximately 95,000 men and women who are elected or appointed by local communities throughout the United State to serve on local school boards. The Rural District Forum is a constituent group of the NSBA which provides specialized services to leaders of rural and small school systems.

CONTACT:

Sandra Heningburg, Director
National School Boards Association
1680 Duke St.
Alexandria, VA 22314
(202)838-NSBA

RESOURCE:

Publications

RESOURCE PROVIDER:

Office of Student Financial Assistance (OSFA)

RESOURCE DESCRIPTION:

The following Federal Student Aid Programs are administered by the Office of Student Financial Assistance (OSFA): Pell Grants, Supplemental Educational Opportunity Grants, College Work-Study, National Direct Student Loans, and Guaranteed Student Loans/PLUS Loans.

The Student Guide is available free to students. Regional offices provide additional information. Also, a Student Information Center (301)984-4070 can answer questions, 9:00 am - 5:30 pm EST, weekdays. Regional offices sponsor various activities, meetings, and conferences. Contact individual offices for activity information.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Students eligible for attendance at Title IV eligible institutions must meet individual program requirements in order to receive aid.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The OSFA administers the Federal Student Aid Programs under the Office of Postsecondary Education. This includes the publication and distribution of all information and forms relating to Federal Student Aid and the management of application, award and collection procedures.

The office exists, under Title IV of the Higher Education Act of 1965, "to assist in making available the benefits of postsecondary education to eligible students in institutions of higher education" by providing grants, loans, and special programs to both students and institutions.

CONTACT:

Office of Student Financial Assistance
ROB-3
7th and D Streets, S.W.
Rm 4624
Washington, DC 20202

RESOURCE:

Special programs, inservice training, transition services, and diagnostic/assessment services, and equipment.

RESOURCE PROVIDER:

Schuylkill I.U. #29

RESOURCE DESCRIPTION:

The agency provides all of the standard special education services at no cost to the client. Consultants are available for a wide range of disciplines. Assistive devices are available from the agency.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

A middle echelon service agency created by state law to provide appropriate education to exceptional children.

CONTACT:

Charles Wernert
Schuylkill I.U. #29
Box 130
Marlin, PA 17951
(717)544-9131

RESOURCE:

Special program and/or summer camp, inservice training, preservice training, transition services, and diagnostic/assessment services.

RESOURCE PROVIDER:

Special People In Northeast, Inc. (SPIN)

RESOURCE DESCRIPTION:

Information about specific Special People In Northeast (SPIN) programs or resources may be obtained by calling (215) 824-1500

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

SPIN is a specialized agency providing programs and resources to mentally, physically, and sensorially disabled individuals and their families. While mental retardation is the focus of the organization's efforts, any child or adult exhibiting developmental delays, sensory deficits, or related maladaptive functioning is eligible for services. Since its founding, SPIN has founded the following innovative programs: Early Education Programs, Therapeutic Rehabilitation Services, SPIN Community Services (SCS), Adult Day Development Services (ADDS), Adult Vocational Day Services, Industry Serving People (ISP), Residential Services, and Career Development Training Programs.

CONTACT:

Marie T. Leonard, Administrative Assistant
Special People In Northeast, Inc.
SPIN Center
10360 Drummond Rd.
Philadelphia, PA 19154
(215)281-1500

RESOURCE:

Publications.

RESOURCE PROVIDER:

U.S. Government Printing Office

RESOURCE DESCRIPTION:

The superintendent of documents has available approximately 14,000 publications including many of which pertain to education. Select bibliographies are also available.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The superintendent of documents is charged by law with selling government documents to the public. This service is intended to increase public awareness of and access to government information.

CONTACT:

U.S Government Printing Office
Superintendent of Documents
Washington, DC 20402
(202)783-3238

RESOURCE:

Preservice training, inservice training, transition services, diagnostic/assessment services, publications, and early intervention.

RESOURCE PROVIDER:

University Affiliated Center for Developmental Disabilities (UACDD)

RESOURCE DESCRIPTION:

The Center provides technical assistance in a variety of disciplines, trains students at the University level to become professionals and paraprofessionals, provides medical, nutritional, dental and psychological assessments and treatments, and evaluates and assesses programs servicing the developmentally disabled. Various materials are available for professionals and adults.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The University Affiliated Center for Developmental Disabilities is a federally designated facility and serves as a state and regional resource center for individuals and professionals interested in the developmentally disabled.

The Center's goals are: to assist in the provision of interdisciplinary training, to conduct service demonstration programs, and to disseminate information with a view to increasing and supporting the independence, productivity, and integration into the community of persons with developmental disabilities.

CONTACT:

Jack C. Stewart, Program Services Coordinator
University Affiliated Center for Developmental Disabilities
509 Allen Hall
P.O. Box 6122
Morgantown, WV 26506
(304)293-4692

RESOURCE:

Special programs for handicapped children.

RESOURCE PROVIDER:

West Virginia Department of Health

RESOURCE DESCRIPTION:

Twelve community mental health center programs provide direct early intervention services to young children and their families. This intervention includes home-based, center-based, and teacher-based services which include speech and language therapy, physical therapy, and occupational therapy. Each individual program within the twelve mental health service regions has specific objectives and goals.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Residents of West Virginia are eligible for services in accordance with Chapter One requirements.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Behavioral Health Program of West Virginia is a division of the West Virginia Department of Health which administers funds for services to handicapped children, ages 0-5, in twelve community health center programs.

CONTACT:

Wanda N. Radcliffe
West Virginia Dept. of Health
1800 Washington St. E.
Charleston, WV 25305
(304)348-2276

Federal Region IV

Alabama
Florida
Georgia
Kentucky
Mississippi
North Carolina
South Carolina
Tennessee

RESOURCE:

Special programs and/or summer camp, preservice training, inservice training, audio/visual materials, and research.

RESOURCE PROVIDER:

Center for Improving Mountain Living

RESOURCE DESCRIPTION:

The Center will help schools and other organizations develop local funding, plan and design a program, recruit and train staff and older volunteers, and will provide problem solving consultation.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Schools and other community organizations within the 17 westernmost counties in the mountains of North Carolina are invited to become sponsors of AgeLink programs which address the "latchkey child" phenomenon by providing before-and-after school intergenerational childcare for elementary and middle school children. The project is a five-year model program and will end in 1989.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Evaluation research is ongoing. We are studying resultant changes in children's anxiety levels, levels of parental stress, children's attitudes about aging, and older adults' levels of well-being.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The AgeLink program helps schools and community organizations in rural western North Carolina to develop school age child care services in which older adults become caregivers for the children. The Center for Improving Mountain Living receives grant funding in order to offer free technical assistance to communities in a seventeen-county area in starting and stabilizing this intergenerational program to address the "latchkey child" phenomenon. The program goals are to: 1) develop supervised before- and after-school care for school age children with a view towards increasing their sense of well-being and promoting, in them, positive attitudes about aging; 2) offer parents options for affordable, quality school-age child care to reduce related stress and address concerns; and 3) increase opportunities for meaningful relationships between children and older adults.

CONTACT:

Marsha Crites, Associate Director for Human Resources
Western Carolina University
Center for Improving Mountain Living
Cullowhee, NC 28723
(704)227-7492

RESOURCE:

Special programs and/or summer camp, preservice training, inservice training, diagnostic/assessment services, and research.

RESOURCE PROVIDER:

Center for Early Childhood Learning and Development

RESOURCE DESCRIPTION:

The Center for Early Childhood Learning and Development is Tennessee's Center for Excellence at East Tennessee State University. The Center runs programs for children who are typically handicapped or at-risk, ranging in age from birth to six years of age. The following services are available: 1) preschool services for normally developing children (3 mos.-3 yrs., $200-250); 2) preschool service for normally developing children (3 yrs.-6 yrs., $110-185); 3) early intervention (0-3 yr. olds – free); and 4) preschool special program (3-5 yr. olds – free to parents, fee paid by responsible school system). The Center has a newsletter which is available free of charge. Consultations are available in the following areas of expertise: mainstreaming of preschool special students, assessment of multiply-handicapped young children, and collaboration with medical professionals in early intervention.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Preschool children, teachers and related service providers comprise the primary target population for services. Preschool services for normally developing children are available for all children between three months and six years of age. Early intervention services are available for moderately to severely handicapped highly at-risk children. The preschool special program utilizes school district eligibility requirements.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Center has three broad missions: service to the community, research in early childhood, and training at both the preservice and inservice levels. Children are integrated wherever appropriate and families are considered critical.

CONTACT:
Dr. Wesley Brown
East Tennessee State University
Box 15, 520A
Johnson City, TN 37614
(615)929-5849

RESOURCE:

Preservice training and inservice training.

RESOURCE PROVIDER:

Center for Teacher Education Evaluation

RESOURCE DESCRIPTION:

The Center for Teacher Education Evaluation is planning a national or regional conference on teacher education programs for the Spring of 1988. The conference is designed for individuals from institutions of higher education plus public school supervisors and administrators. Various hard copy documents will be produced to accompany the evaluation/models and systems being developed. Data collection and storage systems are also being developed for use on microcomputers. Faculty exchanges are possible and individuals on sabbatical leave can work with the center. The Center develops models and materials for use with specific programs. Most materials are available through the ERIC system or in the original literature. Special materials and evaluations can be carried out under contract. Costs are negotiable on special evaluations.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Primary target populations for Center services are administrators, teachers, and related service providers. Nonprofit and profit agencies and organizations are eligible for services. Charges will be made for services to profit-making organizations.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Center for Teacher Education Evaluation is a five-year project which began operation July 1, 1986, and was funded through the State of Tennessee. The primary mission of the Center is to aid programs for the preparation of preservice teachers. However, some work overlaps into the areas of inservice education. The primary goals of the Center are to develop, field test and disseminate evaluation materials for use in the preservice preparation of teachers. Many of the materials, systems and models have application to the evaluation of inservice teacher education programs.

CONTACT:

Dr. Jerry B. Ayers
Tennessee Technological University
Center for Teacher Education Evaluation
P.O. Box 5116
Cookeville, TN 38505
(615)372-3177

RESOURCE:

Preservice training.

RESOURCE PROVIDER:

Early Childhood Special Education Teacher Training Program

RESOURCE DESCRIPTION:

The ECSE training program has been awarded a training grant by the South Carolina Department of Education, Office of Programs for the Handicapped, to train certified Kindergarten, Early Childhood and Special Education teachers for work in ECSE. The grant is for public school district teachers to participate as part time students and is funded through the State Plan Grant.

Dr. A. Sandy Parsons, a nationally and internationally recognized teacher and researcher, is available for consultation in the area of ECSE.

The University of South Carolina's Program for Exceptional Children of the Department of Educational Psychology - College of Education holds an annual special education conference for the State of South Carolina. The 1988 topic will be ECSE: Current Trends and Issues.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

The primary target populations are administrators, teachers and related service providers.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Department offers a Master's program in special education with an emphasis in early childhood special education (ECSE), as well as offering preservice training in ECSE.

CONTACT:

Dr. Sandy Parsons, Coordinator
University of South Carolina
College of Education
Department of Ed. Psych.
Columbia, SC 29208
(803)777-6582

RESOURCE:

Special programs and/or summer camp, preservice training, inservice training, publications and audio/visual materials.

RESOURCE PROVIDER:

Every Child A Winner (ECAW)

RESOURCE DESCRIPTION:

Awareness materials are available at no cost. Project staff available for awareness and technical training, implementation, and follow-up services. Visitors are welcome at demonstration sites. Training may be conducted at adopter site or at special training conferences. Limited funds available for training through the National Diffusion Network State Facilitator Projects. The program model may be replicated through special education and Chapter Two funds in local schools. Project provides list of training materials and equipment. "Every Child A Winner," a 13 minute 16mm movie, is available for rent/purchase. There are also video tapes and slide/script presentations. ECAW Lesson plans for K-3 available. Project provides list and cost. Project staff have extensive experience with program since 1970 and with training adopters since 1974. Evaluations and resumes of all certified ECAW trainers available upon request. All staff are certified specialists in physical education and elementary education. Five trainers are Teacher of the Year in their states. Conferences are held throughout the U.S., Canada, and the Virgin Islands. For more information on times and scheduling contact the project director.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Public and private agencies working with preschool and elementary age children.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Project evaluation of fitness involving a random sampling of 3800 students. Pre- and post-testing using the Washington State Fitness Test indicated significant gains in total fitness as measured by a factor score composite. Details on study available upon request. Training evaluation by participants, including over 10,000 teachers in the U.S., Canada and the Virgin Islands, has been consistently high since 1974. Reports available.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The project is a member of the National Diffusion Network of Innovative Programs. The purpose of the project is to train adults to implement the model through a practical and proven step-by-step installation plan for children in K-6 or in summer camps ages 5-12. The program is designed to improve fitness, motor skill, self esteem, and academics K-6. The curriculum which is based on the Laban Framework provides success experiences through educational games, dance, and gymnastics.

CONTACT:

Martha F. Owens, Project Director
Educational Excellence, Inc.
P.O. Box 141
Ocilla, GA 31774
(912)468-7098

RESOURCE:

Special programs and/or summer camp, inservice training, diagnostic assessment services.

RESOURCE PROVIDER:

Exceptional School Education

RESOURCE DESCRIPTION:

N/A.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Preschool through high school students, paraprofessionals, administrators, teachers, and related services providers comprise the primary target population.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Public school system just under 4,000 school children. Provide free appropriate public education for all handicapped.

CONTACT:

Marilyn Mizell
530 LaSolona Ave
Arcadia, FL 33821
(813)494-4222

RESOURCE:

Special programs and/or summer camp.

RESOURCE PROVIDER:

Fair Play Wilderness Camp School

RESOURCE DESCRIPTION:

Twenty-four hour care and treatment for emotionally disturbed adolescent boys on a 12-18 month basis. Program includes accredited school through grade 10. The yearly contractual cost equals approximately $1300 per month. Scholarships are available.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Middle and high school students comprise the target population. To be eligible, a student must be certified emotionally handicapped by a licensed psychologist and be between 10 and 17 years of age.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

We are a residential program for emotionally disturbed adolescent boys between the ages of 10 and 17. We operate in a wilderness setting using peer therapy in small groups. The intention is to provide a youth with a secure setting in which he can see the value of inner change and its resultant behavioral changes, and provide meaningful personal follow-up services to insure that changes are generalized to other settings.

CONTACT:

Patrick Pritchard, Educational Coordinator
Fair Play Wilderness Camp School
175 Camp School Lane
Fair Play, SC 29643
(803)972-9311

RESOURCE:

Inservice training, advanced technologies, transition services, diagnostic/assessment services, equipment, publications, audio/visual materials, research, home- and classroom-based early intervention services.

RESOURCE PROVIDER:

Family, Infant and Preschool Program (FIPP)

RESOURCE DESCRIPTION:

Home and classroom early intervention services; community clusters; toy library and clothing giveaway; transitional and follow along; child and family; disability-awareness; cooperative child care services; parent training and information; support to teen parents; parent to parent; in home respite care; classroom; product and service exchange; supportive newletters; research, and training (no cost except for assessments and classroom training). Stipends available to graduate level students or professionals interested in 3-6 months of intensive training on site. Consultants available in a variety of expertise areas specific to FIPP services – requests made directly to FIPP. Annual Forum on Young Children and Their Families each Spring year at the Family, Infant and Preschool Program for North Carolina professionals.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Families of young children with special needs in western North Carolina are eligible for assessment and intervention services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Parent evaluation of services; dissemination list available on other program information.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Family, Infant and Preschool Program is a family-focused early intervention program serving the western region of North Carolina. FIPP offers a variety of service options for families of young children with special needs. Research, training and model-demonstration development are integral components of FIPP.

FIPP's program missions are to: 1) provide and mediate services to children and families; 2) develop model-demonstration services that enhance parental well-being, family integrity, and child behavior and developmental competencies; 3) conduct research and evaluation studies designed to assess the efficacy of different intervention activities and identify factors and variables that enhance well-being family integrity and child competencies; and 4) serve as a research and training site for persons to procure training in social systems approaches to research and intervention.

CONTACT:

Janet Weeldreyer
Family, Infant and Preschool Program
300 Enola Road
Morganton, NC 28655
(704)433-2661

RESOURCE:

Inservice training and publications.

RESOURCE PROVIDER:

Florida Department of Education--Division of Vocational, Adult, and Community Education

RESOURCE DESCRIPTION:

The Florida Division of Vocational, Adult and Community Education provides technical services to students, teachers, and administrators in vocational, adult, and community education in Florida and provides an annual catalog of publications.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Services are provided free of charge to Florida residents. Out-of-state requests for products are honored when possible.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Division serves as a coordinating agency and resource area for instructors, students, and administrators in the areas of vocational, adult, community education, and special needs.

The Division's goals are to provide services to students, teachers, administrators and others throughout Florida in the use of technologies and instructional materials in vocational, adult, and community education. This includes vocational programming for special-needs students and instructors.

CONTACT:
Florida Dept of Education
Division of Voc/Adult/Community Education
Knott Bldg 5401
Tallahassee, FL 32399
(904)488-0405

RESOURCE:

Inservice training, advanced technologies, equipment, publications, audio/visual materials, and transition services.

RESOURCE PROVIDER:

Georgia Learning Resources System

RESOURCE DESCRIPTION:

The Georgia Learning Resources System (GLRS) sponsors over 1,000 conferences per year in all regions of Georgia. GLRS has recently published a guide on Network Resources which describes workshops and consultants available. The guide is a 500-page document and is available for review from any of the centers. The 17-center GLRS network material/media collection contains over 100,000 separate items. Included in the collection are numerous items from each category of books, software, articles, films, pamphlets, brochures, slide tapes, videotapes, etc. Additionally, there are five computer labs available to educators and a diagnostic test center which serves the entire state. An adaptive toy library is available at one of the centers. Services are provided at no cost to eligible participants except for small registration fees for workshops and conferences and for some consumable supplies at certain GLRS centers.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Primary target populations for GLRS services are preschool, elementary, middle, high, and adult school teachers, principals, paraprofessionals, and related service providers. Georgia residents who have established borrowers' privileges at individual centers are eligible for materials loans. Information services are provided to other states upon request. Workshops are generally open to any interested participants, with priority given to Georgia participants.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Federal performance reports, semiannual reports of center services, on-site reports developed by State Education Agency, and data reports for PL 91-230 Part D Training Activities are available for review.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Georgia Learning Resource System is a support system for parents and educators of exceptional children. Services are provided regionally to Georgia residents through 17 centers.

The agency goals are: provision of staff development programs in special education, child find services, information dissemination/exchange, specialized instructional materials/media for demonstrations and short-term loan, information and referral for diagnostic services, directional services, and recruitment/retention services for special education.

CONTACT:

Katheryn Bush
Georgia Department of Education
1970 Twin Towers East
Atlanta, GA 30334
(404)656-2425

RESOURCE:

Preservice training, inservice training, advanced technologies, transition services, diagnostic/assessment services, research.

RESOURCE PROVIDER:

Human Development Institute

RESOURCE DESCRIPTION:

We offer interdisciplinary assessment and case management, training, and technical assistance. Cost dependent upon ability to pay. Training stipends and internships are available.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Preschool, elementary, middle and high school, adults, paraprofessionals, administrators, and related services providers comprise the target population of the Human Development Institute.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Annual technical reports are available.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Human Development Institute is an interdisciplinary training, service, research and technical assistance institute in human services.

CONTACT:

M. C. Martinson
University of Kentucky
107 Porter Bldg
Lexington, KY 40506
(606)257-1715

RESOURCE:

Special program and/or summer camp, inservice training, diagnostic/assessment services, equipment, and audio/visual materials.

RESOURCE PROVIDER:

Jones County Public Schools Program for Exceptional Children

RESOURCE DESCRIPTION:

We provide the following services: speech and language, physical therapy, diagnostic assessment services, inservice training, and special programs (Profoundly Mentally Handicapped - Gifted).

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Elementary school students, paraprofessionals, administrators, and teachers comprise the primary target population. A student must meet eligibility criteria established by the Department of Education for services in any special programs. All teachers and paraprofessionals are provided inservice training.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

A State Department of Education Monitoring Report is available.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Our program serves 325 students in programs ranging from Profoundly Mentally Handicapped to Gifted. We have 15 certified Special Education teachers on staff. Our low incidence (visually impaired and orthopedically impaired) are served by teachers from the Regional Educational Agency. All of the above students receive services within their local school setting. Our program goals are to develop all students to their maximum potential, to develop home and school relationships, and to develop an awareness of Special Education in the schools, homes and in the community.

CONTACT:

Shirley Black
Jones County Public School Programs
Education Annex
P.O. Box 517
Gray, GA 31032
(912)986-3032

RESOURCE:

Transition from school to work and community services, diagnostic and assessment services, and education/training.

RESOURCE PROVIDER:

Judy Andrews Center

RESOURCE DESCRIPTION:

The Judy Andrews Center consists of: 1) academics - in order to complete high school, students must meet the appropriate number of required credits - 4 years of language arts, 3 years of math, 2 years of social studies, 2 years of science, 2 years of physical education, and 1 year of home economics; 2) remedial - this part of the program is designed to assist the students in identifying and completing the competencies necessary to complete the required state tests for graduation; 3) behavioral - in order to provide a systematic approach to the development of appropriate student behavior, a tracking system has been developed to monitor, record and analyze three important employability behaviors; students earn points in class by being on time and demonstrating appropriate attitudes, and good work skills; and 4) vocational - the vocational programs offer students opportunities to gain marketable skills by the time they leave high school. Vocational programs are in agriculture, business, industrial arts/building construction, and home economics.

Judy Andrews offers an extensive on-the-job training program. Students are counseled in areas of primary need in order that they may achieve 80% of their behavior points on a consistent basis before entering this program. The program is divided into three phases in which students work on-campus for one year as student assistants, then are provided transportation to an off-campus site for three to four periods a day for minimum of one semester, and finally students progress to a paid work site per the Individual Education Plan (IEP).

ELIGIBILITY REQUIREMENTS FOR SERVICES:

High school students 14 years of age, identified as exceptional students with a functioning level below fifth grade in one or more academic areas who are able to control their behavior are eligible for services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Judy Andrews High School Program began August 30, 1980. The goals of the program are to assist students in completing their high school education and to gain valuable work experience and to assist exceptional students to become productive citizens in the community.

CONTACT:

Diana Page, Program Coordinator
Judy Andrews Center
129 N. Merritt Street
Pensacola, FL 32507
(305)453-1188

F8

RESOURCE:

Advanced technologies and audio/visual materials.

RESOURCE PROVIDER:

Kentucky Education Television (KET)

RESOURCE DESCRIPTION:

Kentucky Education Television (KET) offers a wide range of educational videos which are available for free preview with all supplemental materials. Individual programs are $45 per week. A catalogue is available.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Catalogue includes market usage and program audience charts for all programs.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

KET is a nationally known producer of K-12 and adult education instructional materials. KET intends to provide stimulating and useful educational and informational services through telecommunications.

CONTACT:
Milli Fazey
Kentucky Education Television
600 Cooper Drive
Lexington, KY 40502
(800)354-9067

RESOURCE:

Special programs and/or summer camp, inservice training, transition services, diagnostic/assessment services, publications, and research.

RESOURCE PROVIDER:

Little Tennessee Valley Educational Cooperative (LTVEC)

RESOURCE DESCRIPTION:

A child enrolled in the program attends a center-based training program two days a week for four hours each day during the public school year. They also receive periodic home visits from various professionals who assist the family in follow-through and counseling throughout the calendar year. Parents do not have to pay for the services although some choose to use insurance payments.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

The following criteria determine eligibility for services: medical diagnosis associated with developmental disabilities, moderate or greater developmental disabilties based on psychological tests, and significant delays in at least two of the five targeted developmental areas.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

The program is evaluated in part through analysis of data on student success rates. An evaluation of LTVEC was done by Robert Stake and Claire Brown of the University of Illinois in 1979.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The "Birth Through Three Year Old Seriously Handicapped" program delivers center-based services at three sites in different counties of rural Tennessee, to multiply handicapped children. There is also a home-based component and a parent information component to the program. Various professionals (psychologists, PT, OT, vision, speech, etc.) deliver their speciality service and work in collaboration with the others to the benefit of the child. The program works for significant improvements in the child in the skill areas of perceptual-cognitive, language, gross motor, and personal social. It assists the parents and extended family in appropriately coping with the realities of having a multiply handicapped child in the family. It also assists the parents in utilizing the resources of the community for their child and facilitating a smooth transition into a public school program at the appropriate time.

CONTACT:

Jerome H. Morton
Little Tennessee Valley Education Cooperative
Route 9, Box 316
Lenoir City, TN 37771
(615)986-5632

RESOURCE:

Preservice training, inservice training, parent training and information.

RESOURCE PROVIDER:

PARENTS Project

RESOURCE DESCRIPTION:

The following services are available: 1) Information Networking – responding to individual requests for information on specific handicapping conditions, rights and responsibilities according to federal and state law, educational decision making process, resources and services available, and effective parent/professional communication; 2) Technical Assistance and Training – includes local and regional workshops on parent involvement and program consultation; and 3) Parent Liaison Program – intensive on-site training to implement the Parent Liaison Program, a model for effectively increasing parent involvement and building parent/professional partnerships. Project coordinator available for consultation.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Services are available for parents of special needs children, professional working with special needs population, and other interested people needing information on exceptional children or parent/professional partnerships.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The PARENTS Project is a parent training and information center serving parents and professionals in the state of North Carolina. It is the intention of the project to accomplish the following: increase parental involvement in the provision of educational services for their special needs child, provide parents with the knowledge and skills necessary to actively participate in educational decision making, empower families to independently meet the needs of their special needs child as well as those of the family itself, and build effective parent/professional partnerships.

CONTACT:

Anita Hodges, Project Coordinator
PARENTS Project
300 Enola Rd
Morganton, NC 28655
(704)433-2864

RESOURCE:

Preservice training, inservice training, and publications.

RESOURCE PROVIDER:

Project SUNRISE

RESOURCE DESCRIPTION:

Consultation, technical assistance and on-site training are available to direct service delivery and administrative personnel in programs serving handicapped (and/or non-handicapped) preschoolers throughout a five state region including North Carolina, South Carolina, West Virginia, Virginia, and Georgia. The only cost to sites is that of travel, and other subsistence for the on-site training and consultation. Sites completing Project SUNRISE outreach training conducted at their site, receive a certificate stating their completion of such state-of-the-art training.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Project SUNRISE is an outreach training project funded by a grant from the federal government. Project SUNRISE stands for Systematic Use of Newly Researched Interventions by Special Educators and involves providing training and technical assistance to staff in preschool programs for handicapped youngsters. It is located at the Family, Infant and Preschool Program which is housed on the campus of Western Carolina Center in Morganton, NC. The Project's director is Dr. Carl Dunst and the coordinator is Mr. R. A. McWilliam.

The goals of Project SUNRISE include promoting awareness of the project and the need for early intervention services, disseminating products that can be used by others to improve services, providing technical assistance, consultation, and training to improve existing services or to begin new ones, and involvement in coordination of state and regional agencies serving handicapped preschoolers.

CONTACT:

Janet Chamberlain, Educational Consultant
Family, Infant, and Preschool Program
c/o Western Carolina Center
300 Enola Road
Morganton, NC 28655
(704)433-2865

RESOURCE:

Preservice training, inservice training, and consultation.

RESOURCE PROVIDER:

Psychology Department-Memphis State University

RESOURCE DESCRIPTION:

The following services are provided: graduate training of students, consultations on demand, inservice education to districts available by arrangement, and interns (generally at no cost) to rural west Tennessee areas.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Training program at M.A.and Ed.S levels for preparation of school psychologists for rural and other settings. The goal of this agency/program is to produce students eligible for state certification and licensure in the psychological services for school setting.

CONTACT:

Thomas Fagan,
Memphis State University
Psychology Dept.
Memphis, TN 38152
(901)454-4676

RESOURCE:

Preservice training and diagnostic/assessment services.

RESOURCE PROVIDER:

Rural Education for Exceptional Teachers

RESOURCE DESCRIPTION:

Provides a certification program for teachers by transporting classes to rural sites and by paying tuition costs.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Teachers in special education (elementary through high school) comprise the primary target population. Requirements are the same as for graduate school with the additional requirements that service recipient are teaching special education but are not certified in special education.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

N/A.

CONTACT:

Earl Davis
University of Tennessee-Chattanooga
615 McCallie Ave
Chattanooga, TN 37403
(615)755-4368

RESOURCE:

Interagency coordination

RESOURCE PROVIDER:

Rural Prekindergarten Handicapped Interagency Project

RESOURCE DESCRIPTION:

Services include: technical assistance to small, rural school districts in development of prekindergarten interagency councils to coordinate medical, social, and educational services to young, special needs children and families. Videotapes on interagency philosophy and development of prekindergarten interagency councils in Florida and brochure(s) on development of these councils in small, rural school districts are also available. Regional conferences are held in Florida annually.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Gadsden Prekindergarten Handicapped Interagency Project was funded in 1985 to focus on demonstration of effective interagency coordination in small rural Florida school districts. The unique problems of providing comprehensive services in this setting were identified through a survey of the 39 rural districts across the state. Survey results indicated that while both single- and multi-county councils exist in a few rural districts, the majority of Florida school districts of this demographic structure have no interagency activity. The establishment of interagency councils in these small rural districts is the primary emphasis of the Gadsden Project.

CONTACT:

Ms. Rebecca Pruett
Gadsden County School District
P.O. Box 818
Quincy, FL 32351
(904)627-9651

RESOURCE:

Special programs and/or summer camp, preservice training, inservice training, transition services, diagnostic/ assessment services, equipment, publications, audio/visual materials, and research.

RESOURCE PROVIDER:

Santa Rosa County Schools

RESOURCE DESCRIPTION:

This program provides a wide range of services for those students with special educational needs which cannot be met in the regular classroom. The Media Center in Santa Rosa County houses all of the materials that are available for all programs in the district. The Florida Diagnostic and Learning Resources System provides support services to educators and parents of exceptional students.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Students at the elementary through high school level and related services providers comprise the primary target population. Eligibility is determined by professionals who review student data to determine whether the student meets the criteria for eligibility for a special program.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Exceptional Student Education (ESE) is provided for all students whose educational needs require instruction beyond the regular classroom. Students referred for special class instruction are administered an individualized evaluation from which an educational diagnosis is made. Following the diagnosis a prescription for instruction is written for each student qualifying for special education. The intention of the program is to provide all students with the opportunity to achieve communication and computation skills to the extent of their individual physical, mental and emotional capabilities.

CONTACT:

Glenn Holstman
Santa Rosa County Schools
603 Canal Street
Milton, FL 32570-6706
(904)994-5521

RESOURCE:

Preservice training, inservice training, publications, and audio/visual materials.

RESOURCE PROVIDER:

University of Tennessee at Martin (UTM)

RESOURCE DESCRIPTION:

Qualified undergraduate students who intend to seek positions which include teaching elementary school are provided tuition for student teaching in project schools. Teachers and administrators who are selected as participants from project schools are granted 15 graduate school credit hours tuition free for completion of instructional component. Select graduate courses in math/science education are provided tuition free to those selected.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

The science materials are available to anyone at a modest fee.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

The results of an evaluation of the Elementary Science Project will be available upon request after September 1, 1987.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

UTM has been designated by the Tennessee Higher Education Commission (THEC) as a Center of Excellence for the Enrichment of Science and Mathematics Education. The National Science Foundation (NSF) and THEC have funded a programmatic extension of the Center in the area of elementary science. The Elementary Science Project is designed to provide training for K-6 science teachers, principals and instructional supervisors. The major goal of the Center of Excellence for the Enrichment of Science and Mathematics Education is to improve the quality of math and science instruction in K-12 schools.

CONTACT:

George M. Drew
University of Tennessee at Martin
School of Education, 145 Gooch Hall
Martin, TN 38238
(901)587-7125

RESOURCE:

Curriculum materials and publications.

RESOURCE PROVIDER:

Southeast Curriculum Coordinator Network (SCCN) for Vocational and Technical Education

RESOURCE DESCRIPTION:

The Southeast Curriculum Coordination Network (SCCN) conducts searches for curriculum materials in vocational and technical education program area. Materials housed in the SCCN library are available for loan to requestors. (Note: persons outside the SCCN Region should address their requests for assistance or materials to the Curriculum Coordination Center (CCC) Liaison Representative in their state.) There are over 5,000 titles in the lending library relating to all topics and subject areas in vocational and technical education curriculum. SCCN and the five other regional CCC's sponsor a national meeting of vocational-technical curriculum specialists in July of each year. Two regional meetings of SCCN personnel are held each year, one in the Spring and another in the Fall.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

SCCN primarily serves administrators, teachers, and other related services providers. It was established for and serves primarily vocational and technical education programs. To contact SCCN, a request should be made through the state liaison representative to the National Network for Curriculum Coordination in Vocational and Technical Evaluation.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Southeast Curriculum Coordination Network is one of six regional curricula coordination networks for vocational and technical education. SCCN serves Mississippi, Georgia, Florida, Tennessee, Kentucky, and South Carolina. SCCN goals are to maintain a lending library of curriculum materials, conduct searches for curriculum materials, and encourage cooperation and sharing of curriculum materials among the states.

CONTACT:

Jimmy McCully, Research and Curriculum Unit
Southeast Curriculum Coordinator Network (SCCN)
P.O. Drawer DX
Mississippi State, MS 39762
(601)325-2510

RESOURCE:

Special programs and/or summer camp, preservice training, inservice training, diagnostic/assessment services, publications, audio/visual materials, and research.

RESOURCE PROVIDER:

University of Florida Multidisciplinary Diagnostic and Training Program

RESOURCE DESCRIPTION:

Tutoring, summer language evaluation and a school program are available. Assistantships are available for doctoral students in the area of educational diagnostics. The following resources are available: monograph series on a range of topics, handout series on teaching practices/strategies, professional publications, audio/visual training tapes, and program brochure. Education and special education evaluations are available in the following areas: teaching tactics, learning strategies, mainstream strategies, parent support and home-school communication, neurological assessment, reading/math strategies, and informal assessment tactics. In January of 1988, the First Annual Conference on Multidisciplinary Assessment and Treatment of School-Aged Children will be held at the University of Florida in Gainesville.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Services are primarily targeted for elementary and middle school age children, but follow up services are available for high school-age children. Children in grades K-6 who are referred by public or private schools in north central Florida for medical, learning and/or behavioral problems which the schools are unable to handle with usual resources are also eligible. Training is available for parents and teachers.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Data-based assessment of project components and external audits/evaluations are available.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

A multidisciplinary program serving schools in north central Florida. Children grades K-6, with diverse medical, learning, and behavioral problems are served.

Diagnostic/evaluative training and follow up services are provided to parents, teachers and other school personnel. The training program is a collaborative effort of the Colleges of Medicine and Education and provides training for professionals in Education, Medicine, Arts and Sciences, and related health professions.

CONTACT:

John J. Ross, Director
University of Florida
Health Center, Box J282
Gainesville, FL 32610
(904)392-6447

Federal Region V

Illinios
Indiana
Michigan
Ohio
Wisconsin

RESOURCE:

Preservice and inservice training.

RESOURCE PROVIDER:

ACTT Outreach: Activating Children Through Technology

RESOURCE DESCRIPTION:

For those interested in replicating the ACTT model, our staff will provide training, consultation, technical support, critique of videotapes, analysis of data, and materials at cost. The cost would include the agency's own travel and expenses to attend training in Macomb and the travel and expenses for ACTT staff to conduct an on-site follow-up visit.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Agencies interested in services must: 1) serve handicapped children from birth to eight years old; 2) use or have access to Apple computers; 3) be able to send trainees to the ACTT site for training; 4) be willing to collect data; and 5) participate in follow-up visit.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Evaluation summaries for all Outreach services are available for review.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

ACTT Outreach is a federally-funded HCEEP Project which has developed a computer curriculum model to integrate technology into services for young handicapped children, birth to eight years of age. The model consists of three components, birth through three, 3-5 preschool, and severe/profound, with curricular goals designed to foster the child's expectations of control over environment, provide communication possibilities, and develop problem solving capabilities. The primary goal of ACTT Outreach is to integrate technology into early childhood handicapped services by providing: competency-based training to early childhood personnel which will enable them to train others to use the ACTT Curriculum, technical assistance to model demonstration sites, and follow-up and consultative services to replication sites.

CONTACT:

Linda Robinson
Western Illinois University
ACTT Outreach
27 Horrabin Hall
Macomb, IL 61455
(309)298-1014

RESOURCE:

Inservice training, diagnostic/assessment services, equipment, and audio/visual materials.

RESOURCE PROVIDER:

Adult and Community Education

RESOURCE DESCRIPTION:

We are a funding and approval agency for local schools and agencies.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Anyone 16 years or older who has never completed high school.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Evaluation of adult basic education and GED programs are carried out under authority of the Adult Education Act, Public Law 91-230 as amended.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Adult and community education and general educational development (GED testing program).

Adult and Community Education goals include: 1) enabling undereducated adults to acquire the basic educational skills in order to function in society; 2) enabling adults to continue their education, at least to the level of completion of secondary school; and 3) enabling adults to participate in development of community interest and leisure and avocational activities.

CONTACT:

Harry Meek
Adult and Community Education
65 South Front Street, Room 811
Columbus, OH 43266-0308
(614)477-5015

RESOURCE:

Inservice training, advanced technologies, equipment, publications and audio/visual materials.

RESOURCE PROVIDER:

Breaking New Ground

RESOURCE DESCRIPTION:

Breaking New Ground has expertise in the research, design and construction of hand controls and tractor manlifts and in the evaluation of existing lifts, controls and other modified farm equipment and building to determine effectiveness and insure safety. Breaking New Ground has a comprehensive resource center containing information on modified farm tools, machinery, equipment, and buildings and a product information file on companies who manufacture equipment that can be utilized by producers with various disabilities.

The following products are available: Agricultural Tools, Equipment, Machinery & Buildings for Farmers & Ranchers with Physical Handicaps -- Volume 1. This manual offers ideas and resources currently being used by agricultural producers with physical handicaps enabling them to remain active in their operations. Rehabilitation Technology: A Challenge For All, is an audio/visual product which provides an overview of how everyone can have a part in helping to meet the needs of the physically disabled through application of rehabilitation technology. Breaking New Ground has a quarterly newsletter which is available free of charge and an information and referral service which will respond to specific requests from agricultural producers. Breaking New Ground is available to assist with designing, organizing, and conducting workshops for agricultural producers and rehabilitation professionals. Reimbursement for travel and expenses is required.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Primary target populations served by Breaking New Ground include adults, paraprofessionals, administrators, teachers, and related service providers.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Breaking New Ground was established to assist agricultural producers who desire to remain actively involved in their farms or ranch operations despite physical handicaps.

Its goals include: determining the proportion of active agricultural producers who have physical handicaps, identifying the types of physical handicaps which hinder agricultural producers, evaluating modern agricultural equipment for barriers, developing, identifying, and compiling practical alternative designs, and establishing a resource center.

CONTACT:

Breaking New Ground
Purdue University
Department of Agricultural Engineering
West Layfayette, IN 47907

RESOURCE:

Inservice training, advanced technologies, and technical assistance.

RESOURCE PROVIDER:

Department of Rural Education
Illinois State Board of Education

RESOURCE DESCRIPTION:

The Department of Rural Education offers the following services: 1) technical assistance to Educational Service Centers of individual school districts throughout the state as a result of their requests; 2) related regulatory functions (special education, Chapter I, Chapter II, Recognition and Supervision, Adult and Continuing Education, DAVTE, etc.); 3) a wide range of conferences, workshops, institute, meetings, and special events related to Senate Bill 730 and related legislation, commonly referred to as the Educational Reform Package; 4) cooperative programs with universities, state organizations, educational consortia, and citizens group; and 5) legal services.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Department of Rural Education shall address the broad issues implied in the suggested resolutions of this proposal through the implementation of two basic goals: 1) to assist rural and small community schools in the establishment of quality education programs. 2) to provide every school district in the state with a wide range of services to assure equal educational access and opportunities for all learners.

CONTACT:

Richard Haney
123 S. Tenth Street
First Bank and Trust Bldg, Suite 214
Mt. Vernon, IL 62864
(618)242-1676

RESOURCE:

Publications.

RESOURCE PROVIDER:

Ohio Department of Education, Division of Elementary and Secondary Education

RESOURCE DESCRIPTION:

Program evaluation and course of study development in all major curriculum areas. The Division publishes a Leadership Series including Conducting Self-Evaluation of which single copies are available at no cost. The Division also conducts a leadership conference each Fall in Columbus. The target audience includes curriculum directors, district central office and building administrators.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

School districts and nonpublic schools in Ohio.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

This Division is responsible for determining school's compliance with standards, assisting with curriculum development, and chartering schools.

The Division has the following goals: to conduct the regulatory functions required by law and standards and to promote the self-evaluation of schools; to provide and promote opportunities for school districts to improve teaching and learning; and to manage the division for effective implementation of the regulatory and leadership goals.

CONTACT:

Mary J. Poston
Ohio Dept of Education, Div of Elem/Sec Education
65 S. Front Street, Room 1005
Columbus, OH 43266-0308
(614)466-1298

RESOURCE:

Public Transportation.

RESOURCE PROVIDER:

Ohio Department of Transportation, Division of Public Transportation

RESOURCE DESCRIPTION:

The Division provides both financial and technical assistance to rural transit systems. Two training programs are also available to these systems -- Passenger Assistance Techniques (PAT) and a Driver Training Program. PAT trains drivers to use the proper assistance techniques for handicapped passengers. The Driver Training Program covers three areas: passenger relations; defensive driving; and emergency and accident-handling procedures. Every two years the Division hosts a Vehicle Fair. This fair displays various types of vehicles used in public transportation and human service transportation (i.e., taxis, vans, converted vans, light transit vehicles, etc.).

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Grant applicants for funding must be public entities although providers of transit services may be private operators or human service providers. Service must be open to the general public. However, coordination of human service transportation and public transportation is encouraged.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Ohio Department of Transportation administers the Section 18 Program for the Urban Mass Transportation Administration in Ohio. This program provides both capital and operating assistance to public transit systems in rural and small urban areas. Ohio currently has 30 systems receiving funds under this program. State financial aid is also provided.

CONTACT:

Eileen Koc, Deputy Director
Ohio Department of Transportation
25 South Front Street
Columbus, OH 43216
(614)466-8969

RESOURCE:

Transition services.

RESOURCE PROVIDER:

Division of Vocational and Career Education

RESOURCE DESCRIPTION:

Vocational education is offered in the following areas: home economics, trade and industry, public safety services, agriculture, business, and marketing. Grants are available to educational institutions delivering vocational programs in career guidance and sex equity.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Youth eligible to attend secondary education.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Vocational and Career Education offers a tri-fold process for enrolling students, providing them with: 1) basic skills through academic subjects; 2) employability skills to enable them to seek employment successfully; and 3) employment skills by teaching. The central mission of the Division is the preparation of youths and adults to enter and remain in the work world.

CONTACT:

Deborah Bingham, Supervisor-Communications
Division of Vocational/Career Education
65 S. Front St.
Columbus, OH 43266-0308
(614)466-3430

RESOURCE:

Publications.

RESOURCE PROVIDER:

Lester Publishing

RESOURCE DESCRIPTION:

Lester Publishing puts out Face The Facts, a game designed to encourage adolescents and adults to examine issues of esteem. The game includes ten topic cards which cover pregnancy, work, and drugs.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

The information brochure available from the company provides testimonials from agencies that have used the game in their treatment programs.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

N/A.

CONTACT:

John Lester
Lester Publishing
Rt. 1 Box 139A
Effie, MN 56639
(218)743-3685

RESOURCE:

Adult basic education.

RESOURCE PROVIDER:

Ohio Department of Education

RESOURCE DESCRIPTION:

A statewide network of school districts, institutions, and community agencies provides the direct instructional services to students. Enrollment is open to all segments of the adult populations, including residents of rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills, institutionalized adults, older persons and immigrants.

In compliance with the federal statute, the Ohio Department of Education subgrants to local educational agencies and to state agencies which serve institutionalized adults. The Division of Educational Services assists these agencies in filing applications and delivering services according to their respective approved plans. Utilizing staff development monies set aside in accordance with the federal statute, special experimental demonstration grants are funded. Quite often, a product is a result of these grants. These products are available at the cost of reproduction and shipping. A list is available upon request. An annual conference is hosted by the Ohio Association for Adult and Continuing Education which many adult basic educators attend.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Federal laws and regulations authorize services for individuals who: 1) do not have a high school diploma or who have not achieved an equivalent level of education; and 2) are beyond the age of compulsory school attendance.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Local program services are evaluated by educational consultants employed by the Ohio Department of Education. Program design, recruitment efforts, and outreach activities are some of the areas evaluated.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Adult Basic Education is authorized by the Adult Education Act (P.L. 91-230) enacted by Congress. Both federal and state funds are used to support 129 adult education programs serving all 88 counties in Ohio. It is a free program open to all adults who desire a second chance to master the skills necessary for functioning more effectively in society.

The goals of Adult Basic Education are as follows: 1) to enable all adults to acquire the basic literacy skills necessary to function in society; 2) to enable those who so desire to continue their education to at least the level of completion of secondary school (GED); and 3) to make available to adults the means to secure training (general work skills and occupational knowledge) that will enable them to become more employable, productive and responsible citizens.

CONTACT:

Mr. Jeffrey Raynor
65 South Front Street, Room 811
Columbus, OH 43266-0308
(614)466-6204

RESOURCE:

Preservice and inservice training and publications.

RESOURCE PROVIDER:

Ohio Department of Education

RESOURCE DESCRIPTION:

We provide technical assistance to school superintendents and treasurers in the area of school finance. Technical assistance is available at no cost. Financial reports are available upon request. Also some publications are available, at no cost. School Finance, Pupil Transportation, and Driver Education are done through the Ohio Department of Education.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Public and nonpublic schools.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Obtained through the Ohio Department of Education.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

To be of service to Ohio school districts and to provide technical assistance relative to financial matters.

CONTACT:

Mr. James Van Keuren, Director
65 S. Front Street
Ohio Departments Building
Columbus, OH 43266-0308
(614)871-0724

RESOURCE:

Publications, technical assistance, and program monitoring.

RESOURCE PROVIDER:

Ohio Department of Education, Division of Special Education

RESOURCE DESCRIPTION:

1) program monitoring; 2) technical assistance regarding the education of handicapped students; 3) publications developed by SEA. The Division is responsible for allocating federal and state funds to school districts for special education programs and services. Consultants are available to respond to questions regarding specific program areas, due process procedures, fiscal management of federal projects and data reporting requirements. Invitational conferences are held on an annual basis and include conferences for supervisors and work-study coordinators, a seminar for intern psychologists in Ohio, and a conference for presidents of parent and professional organizations serving handicapped children.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Assistance is available to persons requesting information regarding handicapped students/programs in Ohio.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Annual data reports and State Board of Education of Ohio Annual Report.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

State education agency. Staff includes four administrators and 29 educational consultants.

Goals include: assisting school district personnel in: 1) providing quality special education services; 2) refining coordination between special education and vocational education; 3) providing increased learning opportunities for all education personnel; 4) enhancing understanding of services for severely handicapped children. 5) strengthening parent-educator partnership; and 6) improving instruction.

CONTACT:

Mr. Frank New
Ohio Dept. of Education
Division of Special Education
933 High Street
Worthington, OH 43085
(614)466-2650

RESOURCE:

Inservice training, advanced technologies, transition services, publications, and audio/visual materials.

RESOURCE PROVIDER:

Outreach: Macomb 0-3 Rural Project

RESOURCE DESCRIPTION:

Services include awareness activities (presentations, videotapes, and written awareness materials), product dissemination activities, program consultation, staff development, component adoption and model adoption training, and follow-up support. The recipient of Outreach services is responsible for any cost incurred (travel, lodging, and per diem) and there is no charge for Outreach staff time.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Sites wishing to adopt the Macomb Model or other components of the Model must demonstrate a willingness to adhere to the Model's principles of parent involvement and interagency cooperation as essential elements of delivery to handicapped and at-risk children in a rural setting. Awareness, program consultation, and staff development services are available to any group expressing a need for these services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Macomb 0-3 Rural Project Model is a home-based delivery system for services to handicapped, delayed, or at-risk infants from birth to three years and their families who live in rural areas. First funded in 1975 as a demonstration project by the Bureau of Education for the Handicapped, the Project received funding as an Outreach project in 1978 and has continued outreach services since that time. In June of 1980, the Joint Dissemination Review Panel approved the Project as an exemplary model, making it part of the National Diffusion Network. The Model is based on the assumption that families are the primary change agents for their children and focuses on helping parents acquire skills to enhance their child's development.

CONTACT:

Bonnie Smith-Dickson, Coordinator
Western Illinois University, Macomb Projects
College of Education
27 Horrabin Hall
Macomb, IL 61455
(309)298-1634

RESOURCE:

Inservice training.

RESOURCE PROVIDER:

Project SMART

RESOURCE DESCRIPTION:

Project SMART is the only Technology Demonstration Site in northwestern Minnesota: it is the cooperative effort of 14 different school districts. Teacher specialists train in specific areas of technology and take the responsibility of sharing their expertise with the other teachers in their respective schools. A series of pamphlets have been developed on the implementation of resources in technology.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Direct access to the hardcopy technology is only available to member districts, but the written materials are available to anyone.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

The Minnesota Department of Education has produced an evaluation document.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Minnesota Technology Demonstration Site Program involves 15 small rural districts in northwest Minnesota. Project schools each have one or more persons who serve as teacher specialist to train other teachers in useful technology.

Project SMART's goals include training teachers to make optimum use of the technological material and equipment available in their districts, as well as to develop awareness of new technology on the market. The project focuses on the use of microcomputers, video, educational software, robotics, and low technology (i.e. overheads and films).

CONTACT:
Alice Hofstad, Director
Project SMART
NW EC54 Box 390
Thief River Falls, MN 56071
(218)681-8005

RESOURCE:

Inservice training and vocational program delivery.

RESOURCE PROVIDER:

Southeast Illinois Vocational System

RESOURCE DESCRIPTION:

The Southeastern Illinois Vocational System provides inservice training for administrators, counselors and teachers concerning the advantages of cooperative arrangements between rural schools in the areas of inservice training, equipment purchases, delivery of programs and administration.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Services are available to teachers, administrators, and related service providers in any rural school that is interested in developing cooperative programs.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

References are available on request.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Southeastern Illinois Vocational System serves nine small rural schools with student populations from 70 to 750. Through a unique system of program delivery all students have an equal opportunity to enroll in classes regardless of the student's home school size.

The agency's goals are to provide students with access to quality programs in a cozy efficient manner. Through cooperative arrangements the benefits of quality professional staff development, curriculum updates, and program access have been made available to all students.

CONTACT:

Jack Rawlinson, Director
Southeast Illinois Vocational System
112 North Gum St.
Harrisburg, IL 62946
(618)253-5581

RESOURCE:

Special programs and/or summer camp, inservice training, publications, audio/visual materials, and research.

RESOURCE PROVIDER:

The National Center for Research in Vocational Education (NCRVE)

RESOURCE DESCRIPTION:

The NCRVE conducts applied research and evaluation, develops and coordinates professional development workshops and conferences, creates and maintains databases, designs and produces research-based policy documents, designs educational programs and curriculum, disseminates information through newsletters and telephone "hotlines," maintains clearinghouses, and provides direct technical assistance to educational personnel upon request. The activities conducted at the center are executed on a cost-recovery basis.

Annual Graduate Research Associateships allow students half-time professional employment while actively pursuing a graduate degree at Ohio State University, and the Center's Advanced Study Center provides opportunities for advanced study for scholars and other leaders in vocational and technical education and other related disciplines. Two publications available are: Adult Education for Rural Americans: An Introductory Review ($2.35), and Facilitator's Guide for Staff Training in the Use of the Rural American Series ($45).

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Any organization with an interest in the National Center's services is encouraged to inquire with a view towards using the Center's expertise and resources.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The NCRVE is a nonprofit organization that secures funding for research and development through public and private. sources. Its mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems related to individual career planning, preparation, and progression.

The Center fulfills its mission by accomplishing the following goals: generating knowledge through research, developing educational programs and products, evaluating individual program needs and outcomes, providing information for national planning and policy, installing educational programs and products, operating information systems and services, and conducting leadership development and training programs.

CONTACT:

Novella Ross
NCRVE
1960 Kenny Road
Columbus, OH 43210-1090

RESOURCE:

Inservice training and advanced technology.

RESOURCE PROVIDER:

Traverse Heights Elementary School

RESOURCE DESCRIPTION:

Contracting with public school personnel needs to be arranged by the persons involved. Consultation is available.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Our school is a K-6 facility that is organized in a departmentalized system that is grouped by mixed abilities. We utilize modular scheduling to provide maximum uninterrupted learning time. Our goals include the following: improvement of student performance, minimization of disruptions, and integration of computers into kindergarten and first grade reading instruction.

CONTACT:

William Miller
Traverse Heights Elementary School
P.O. Box 32
Traverse City, MI 49684
(616)922-6560

RESOURCE:

Preservice and inservice training, publications, and research.

RESOURCE PROVIDER:

University of Minnesota, Department of Special Education

RESOURCE DESCRIPTION:

The Department of Special Education offers courses for special education teachers of the visually impaired in a flexible program including 2-4 week summer sessions. The Department also offers correspondence and mentorship programs which are set up with cooperating colleges and school districts. Teaching assistantships and research assistantships are available subject to the approval of departmental grants. The Department also has visual impairment education consultants available.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Admission to the program is contingent upon the receipt of the following: verification of a valid teaching certificate in elementary or secondary education, submission of an application as an adult special student, two letters of recommendation, and transcripts of college grades.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Program approval by the Minnesota Department of Education and NCATE.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Department provides preservice and inservice training for special education licensure in the area of visual impairment. It provides comprehensive training for teachers of visually impaired students.

CONTACT:

Marie Knowlton
University of Minnesota
229 Burton Hall
Minneapolis, MN 55455
(615)624-1859

RESOURCE:

Preservice training, inservice training, and technical assistance.

RESOURCE PROVIDER:

Upper Great Lakes Multifunctional Resource Center

RESOURCE DESCRIPTION:

The following training services are provided by the Center: training workshops and seminars, lectures and speeches, and institutes and conferences. Training services are scheduled as multi-district activities, in coordination with SEAs, IHEs, LEAs and others involved in the education of LEP students. Technical assistance is available.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Center provides training and technical assistance to educators and to parents participating in or preparing to participate in programs of bilingual education for limited English proficient (LEP) students. The Center's primary clients are Classroom Instructional Projects during their six-month start-up; Title VII funded special alternative and developmental programs; Title VII transition projects; and other state and locally funded LEA-based programs.

The Mission of the Center is to meet client needs in the field of Bilingual/ESL based on existing research, practices, and ongoing developments within the areas of school improvement, educational change, classroom and instructional effectiveness, and student cognitions. The Center is an interpreter of general educational research and practice. It seeks information broadly and asks how that information should be adapted to improve the education of language minority students.

CONTACT:

Walter Secada, Director
Upper Great Lakes Multifunctional Resource Center
1025 West Johnson Street
Madison, WI 53706
(608)263-4220

RESOURCE:

Public education

RESOURCE PROVIDER:

Wisconsin Department of Public Instruction

RESOURCE DESCRIPTION:

The Wisconsin Department of Public Instruction deals with state-administered aid for public schools, and the Department's role in the development of library services through the state.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

N/A.

CONTACT:

Herbert Grover
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707
(608)266-1771

Federal Region VI

Arkansas
Louisiana
New Mexico
Oklahoma
Texas

RESOURCE:

Inservice training.

RESOURCE PROVIDER:

CE/MORE: A Rural Staff Development Model

RESOURCE DESCRIPTION:

CE/MORE is a flexible, quality-oriented approach to the delivery of first-level graduate work to practicing professionals in rural areas. Articles and papers describing the program are available at no cost.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Be involved in establishing non-traditional graduate inservice programs for educators in rural small school settings.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Internal evaluation of CE/MORE project.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The practicing teacher, in all locations, especially those in a rural setting, are demanding programs which meet their emerging needs and schedules. A few universities have begun to respond innovatively to these needs.

CE/MORE's goals are to: deliver a process-oriented master's degree program to participants, deliver a "family" or collegiate model for formal schooling at the graduate level, design learning experiences that link theoretical aspects from the discipline of education to day-to-day operations in the classroom, and involve the participant as a partner in the planning, implementation, and evaluation of the learning experience.

CONTACT:

Mr. Russell Dobson
Oklahoma State University
College of Education
Stillwater, OK 74078
(405)624-7122

RESOURCE:

Inservice training, publications, and equipment.

RESOURCE PROVIDER:

Community Relations Office

RESOURCE DESCRIPTION:

The first major component of the Community Relations program is a series of science outreach programs designed for secondary school teachers and students in grades 4-12 from schools throughout northern New Mexico. A second major component consists of three programs designed to assist the communities of northern New Mexico. The following programs are available through the first component: science beginnings (grades 4-6), careers in science (grades 7-10), Los Alamos Science Student Program (grades 11-12), Los Alamos Summer Science Teachers Institute, Summer Teacher Internship Program, Science Youth days, and equipment loan program. The following programs are available through the second component: volunteer service program, retired technical volunteer service program, and a speaker's bureau.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Schools in northern New Mexico are eligible for services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

The Community Relations Office has formal evaluations of the educational outreach programs to assess their impact.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The goal of the Community Relations Office at Los Alamos National Laboratory is to create a good neighbor policy between the communites of northern New Mexico and the laboratory by strengthening existing relationships and establish new ones with community leaders and with community organizations and agencies.

CONTACT:

Judith C. Kaye, Associate Group Leader
Community Relations Office
P.O. Box 1663, MS P278
Los Alamos, NM 87545
(505)667-1919

RESOURCE:

Preservice training, inservice training, advanced technologies, diagnostic/assessment services, equipment, publications, and audio/visual materials.

RESOURCE PROVIDER:

Concordia Parish School Board Chapter I Program

RESOURCE DESCRIPTION:

The Chapter I Program in the Concordia Parish Public Schools serves approximately 1,000 students in mathematics and language arts out of a rural school population of about 5,000. The students are selected from grades 1-6 by appropriate criteria, including a score below the 40th percentile on achievement tests.

Specific services are academic instruction for one period a day, 12 students per period, on a seven-period day at six elementary and middle schools. Students receive an additional period of math and language arts instruction through a highly individualized program directed by competent elementary school teachers who receive preservice training and ongoing inservice training. The classrooms, which are designed with a laboratory setting, offer an outstanding climate for teaching and for learning. Two supervisors monitor the program daily and/or weekly. The cost is $450.00 per student.

The Chapter I Program has received both the award for Outstanding Math Program given by the Louisiana State Department of Education in 1985, and the Secretary's Initiative for Outstanding Language Arts Program by the U.S. Department of Education in 1986.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Elementary students who score below the 40th percentile on the SRA Achievement Test, whose instructional grade level achievement is below average, and who are assessed as being in need of Chapter I Program admission are eligible.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

SRA pre-and post-test scores and sustained effects studies.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The goals of the Chapter I Program are to enable the student to achieve the following: a gain of four NCE's in both language arts and mathematics, mastery of basic skills in language arts, and mathematics gains in math problem-solving abilities, development of oral language as a prerequisite for written language, improved self-concept, reinforcement of skills, and individual attention for the student.

CONTACT:

Dr. Mary Eidt
Concordia Parish School Board
P.O. Box 950
Vidalia, LA 71373
(318)336-4226

RESOURCE:

Preservice training.

RESOURCE PROVIDER:

Department of Communicative Disorders and Sciences

RESOURCE DESCRIPTION:

The Department of Communicative Disorders and Sciences provides preservice education for speech-language pathologists and educators of the deaf. The department has a $87,758 grant from the United States Department of Education, Office of Special Education Rehabilitative Services (OSERS) to provide special training for speech-language pathology students who wish to take positions in rural communities subsequent to graduation. The bulk of the monies is for scholarships and graduate assistantships.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

All students who are admitted to the University of Tulsa are eligible for admission into the department.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The department's mission is to provide high-quality educational experiences, opportunities for research, and clinical training for students who have chosen to pursue professional careers in speech-language pathology and deaf education. Our goal is to produce graduates who are highly qualified to serve the communicatively and emotionally disabled in any professional setting.

CONTACT:

Dr. Jack Anderson
University of Tulsa
Department of Communication Disorders
600 S. College
Tulsa, OK 74104
(918)592-6000

RESOURCE:

National clearinghouse and data base.

RESOURCE PROVIDER:

ERIC-CRESS

RESOURCE DESCRIPTION:

The Education Resources Information Center (ERIC-CRESS) has three major components: 1) development and maintenance of the ERIC data base, 2) development and publication of monographic literature, 3) responses to request for information and user services teaching.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Anyone who can utilize services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Acquire, process, and disseminate materials related to all aspects of American ethnic/racial minority education, migrant education, rural education and small school education; prepare bibliographies, guides, and state-of-the-art papers; conduct computer searches; prepare digests and other quick request items; respond to questionaires and refer to other resources when appropriate; facilitate networking and encourage development of organization at all levels. Established in 1966, ERIC has a news bulletin and "Cress-notes."

CONTACT:

Ms. Betty Rose Rios
ERIC-CRESS
Dept. 3AP, Box 3001
Las Cruces, NM 88003-0001
(505)646-4285

RESOURCE:

Inservice training, advanced technologies, transition services, and equipment.

RESOURCE PROVIDER:

Los Alamos National Laboratory

RESOURCE DESCRIPTION:

Los Alamos National Laboratory has set up a series of programs for rural schools in Northern New Mexico. All services are at no cost and include: equipment loans to high schools; topical speakers to elementary; workshops for teachers; courses for credit for teachers; employment for students and teachers; courses for high school students; role modeling for technical careers. We are a government agency which provides only in-kind services and equipment loans. There are summer employment opportunities. Technical and science laboratory equipment,including computers, loaned to schools in Northern New Mexico at no cost.

Abad Sandoval (505-667-1919) can be contacted for any consultation concerning our programs and how they can be implemented.Science Youth Days – High School seniors from New Mexico, Arizona, Colorado, Texas may take tours of the Los Alamos National Laboratory.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Schools must be in Northern New Mexico. Tours are an exception. High school students in neighboring states can come in the Spring. College students (as a group) can come anytime with appointment. There is a museum for the general public.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

All of the major programs have had a recent extensive evaluation (Careers in Science - Outreach; Los Alamos Student Programs; Los Alamos Teacher Institute Programs).

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Los Alamos National Laboratory strives to promote better relations with its rural communities by sharing techniques and knowledge with area schools. It is hoped to increase the quality of its employment pool, especially by encouraging women and minorities to consider technological careers.

CONTACT:

Ms. Kathryn Strong
Mail Stop P278
Los Alamos, NM 87545
(505)667-1919

RESOURCE:

Preservice training, inservice training, and advanced technologies.

RESOURCE PROVIDER:

Migrant Student Record Transfer System (MSRTS)

RESOURCE DESCRIPTION:

The Migrant Student Record Transfer System (MSRTS) provides statistical data for participating users, updated student records for enrolled migrant students, and funding information to the U.S. Department of Education. MSRTS has staff who are available to provide training in the areas of the latest in data entry technology, if requested by the state director of migrant education.

MSRTS hosts quarterly training workshops in Little Rock, Arkansas. Training is provided for data entry specialists, administrators, nurses, teachers, aides, and record clerks.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Services are provided for preschool, elementary, middle, and high school students, and their families, teachers, school administrators, and related service providers who meet the federally-mandated guidelines for the definition of a migrant.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

MSRTS provides telecommunication and printed records for all health, academic and skills information for migrant students enrolled in MSRTS.

MSRTS is the centerpiece for migrant education for the nation, and trains and monitors users, and provides statistical data to 50 states, District of Columbia, Puerto Rico. MSRTS also provides statistical data, training materials and funding information to the U.S. Department of Education.

CONTACT:

Winford Miller
Migrant Student Record Transfer System
Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201
(501)375-4960

RESOURCE:

Preservice training, inservice training, transition services, diagnostic/assessment services, and equipment.

RESOURCE PROVIDER:

Monroe City School System

RESOURCE DESCRIPTION:

The Monroe City School System is a small inner city public school system serving students (infant to 22+ years of age) in special and regular education as mandated by the State and Federal Departments of Education - Minimum Foundation, Chapter I and II (FAPE: Free and Appropriate Public Education). Monroe has interagency agreements with the surrounding rural parishes to provide services to their hearing impaired, deaf, blind and visually impaired students. Consultants are available in infant/preschool and vocational program development and evaluation. Monroe will provide a free description of a new program (the Academic Incentive Program) designed to keep high-risk students in grades 7 through 9 in school without having to repeat the entire grade(s) if only some subjects are failed.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

All students identified as handicapped and/or regular students fulfilling Louisiana public school requirements, preschool through adult are eligible.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Special education annual evaluations and a three-year monitoring report completed by the State Department of Education are available for public review.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Monroe School System is committed to meeting the individual needs of all of its students. Their goal is to provide services to pupils whose educational needs require modifications of the instructional media to meet those needs. The basic goal of the program is to remediate the educational problems of exceptional students stressing development of a positive self-image.

CONTACT:

Mrs. Nell Cascio, Supervisor
Monroe City School System
P.O. Box 4180
Monroe, LA 71211
(318)325-0601

RESOURCE:

Inservice training, publications, audio/visual materials, research, business and industry services.

RESOURCE PROVIDER:

Oklahoma State Department of Vo-Tech Education

RESOURCE DESCRIPTION:

Technical assistance for teachers, business/industry services, short-term adult training, vocational offerings for secondary students and a variety of supportive services such as research, curriculum development, test development, and program evaluation. Staff members have expertise in technical/occupational areas or in other areas such as curriculum, evaluation, business and industry services, federal legislation, testing, and instructional methodology.

Selected programs receive special funding for exemplary offerings through RFP's. Other programs funded on formula status through program approved criteria submitted annually.
A wide variety of competency vocational instructional materials are available by contacting the Curriculum and Instructional Materials Center.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Vocational courses offered to all secondary students as well as both full-time and short-term training for adults.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Program evaluation standards available upon request.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

We are a state-level agency which administers the vocational programs for the State of Oklahoma to contribute to the economic well-being of the State of Oklahoma by insuring delivery of vocational education services that meet individual goals and local and state employment needs.

CONTACT:

Mr. Roy Peters, State Director
1500 West Seventh Ave.
Stillwater, OK 74074
(405)377-2000

RESOURCE:

Advanced technologies.

RESOURCE PROVIDER:

Arts and Sciences Teleconferencing Service (ASTS)

RESOURCE DESCRIPTION:

We provide training for our school coordinators. Our professors may be reached during the broadcast (over phone lines), through their toll-free number, and via the ASTS electronic mail system. Guidance is given to schools when they are setting up their technical equipment. To receive ASTS courses, school districts must have access to a C-band satellite dish and receiver. German I, German II and Physics currently employ interactive computer programs in the classroom. Computer hardware and some peripherals are necessary. All schools must be set up to use the system's electronic mail system. ASTS provides the course and support services only. Purchase of the equipment is the responsibility of the school district.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

German I students: no prerequisite. German II students: German I by satellite or equivalent. Physics students: aimed at junior and senior level students; need algebra I, algebra II, and geometry background. Calculus students: trigonometry prerequisite. Trigonometry student: algebra II prerequisite.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

An evaluation of the average grades of the schools involved in the first full year of German I (1985-86) may be obtained from the ASTS offices. The Oklahoma State Department of Education conducted an in-depth evaluation in the Spring 1987 which will be published. When complete, the evaluation may be obtained from ASTS offices.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Arts and Sciences Teleconferencing Service provides high school credit satellite-delivered courses to 102 schools (mostly rural) across Oklahoma and in Arkansas, Tennessee, Missouri, Kansas, North Dakota, Colorado, and Arizona. The service began in January 1985 with the introduction of German I via telephone with the high school students in Beaver, Oklahoma.

ASTS' goal is to provide advanced high school courses for students in rural schools who otherwise probably would not be offered this opportunity. We hope that this "equal access" will better prepare students for college or other further education. It will also better prepare ASTS students to work in businesses affected by a world economy because their backgrounds and understanding will be broader. ASTS has succeeded thanks to a strong partnership between the Oklahoma State DOE, OSU, and the ASTS public schools.

CONTACT:

Leigh Beaulieu Walters
Oklahoma State University
206 Life Sciences East
Stillwater, OK 74078-0276
(405)624-5647

RESOURCE:

Inservice training and publications.

RESOURCE PROVIDER:

Oklahoma State Department of Education (OKSDE)

RESOURCE DESCRIPTION:

The Oklahoma State Department of Education provides statewide coordination and training for a program of home intervention for the families of multi-handicapped sensory impaired infants and young children, i.e., multi-handicapped hearing impaired, multi-handicapped visually impaired, deaf-blind. Services include coordination of evaluation and identification by appropriate professionals. An in-home visit of one hour per week is provided by a trained parent advisor who supplies advice and instruction in infant stimulation, language development, developmental skills, instruction techniques, etc. Respite care by a paraprofessional called an intervener is an integral part of the program for more seriously involved clients.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Residence in respective local school district; formal identification of sensory and mulitple impairment.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

This program was developed and is supported by technical assistance and curriculum developed by the Ski-Hi Institute, a national diffusion network supported nonprofit agency. All programs and curriculum are available for review nationally and locally. Oklahoma is a recent adoption, therefore training and implementation are in a developmental phase.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The goal of this program is to provide our local school districts another alternative in the continuum of services available to be utilized to meet the mandates of state and federal law.

CONTACT:

Dr. Jimmie Prickett, Director of Special Education
Oklahoma State Department of Education
2500 N. Lincoln
Oklahoma City, OK 73105
(405)521-3351

RESOURCE:

Inservice training, audio/visual materials, diagnostic/assessment services, equipment, publications, and advanced technologies.

RESOURCE PROVIDER:

Operation Outreach – Arkansas Easter Seal Society

RESOURCE DESCRIPTION:

Operation Outreach is a project established to assist school districts in providing an appropriate educational program for all orthopedically handicapped students in Arkansas's seventy-five counties. Outreach provides evaluation of students and consultation with school personnel to assist in: setting Individual Education Plan (IEP) goals; promoting gross/fine motor skills; promoting sensorimotor integration; providing communication skills evaluations in prespeech, language, articulation, voice and fluency; providing augmentative communication systems evaluation; developing feeding skills; making placement decisions; advising parents; providing therapeutic handling; integrating computers into curriculum; providing information regarding architectural barriers; and making equipment loan service available to the school districts. The augmentative communication devices and computers are available through Operation Outreach at cost.

An adaptive physical education consultant assists school personnel in modifying equipment on site. Written reports are provided by consultants in the expertise areas of occupational therapist, physical therapist, speech-language pathologist, adaptive physical educator, special educator, and psychological examiner.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Participant evaluations, annual documentation reports, and program evaluations are available for public review.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Operation Outreach is a project operated by the Arkansas Easter Seal Society in cooperation with the Arkansas Department of Education and funded by Title VI-B.

The goals of Operation Outreach are to assist school districts in providing an appropriate educational program for all orthopedically handicapped students in Arkansas and to assist orthopedically handicapped students reach optimal physical, behavioral and educational levels of performance, and to maximize their school performances.

CONTACT:

Janice Gates
Arkansas Easter Seal Society
P.O. Box 5148
Little Rock, AR 72205
(501)663-8331

RESOURCE:

Inservice training, publications, and audio/visual materials.

RESOURCE PROVIDER:

Project AIM Outreach

RESOURCE DESCRIPTION:

Awareness, dissemination of products, inservice training, component training, and model adoption. We cosponsor a conference once or twice a year. We have different topics and target audiences each time.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

For Outreach Assistance and replication, the target agency should: 1) provide a quality program for handicapped and/or nonhandicapped children and meet state approved daycare standards or public school accreditation; 2) have a stable funding base; 3) demonstrate a firm commitment to the concept of least restrictive environment; 4) commit staff, time and resources to training in Project AIM.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Criteria for integrating mainstreaming handicapped children; parent satisfaction form.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Albuquerque Integration Model (AIM) serves handicapped and nonhandicapped children age 2-5 years in integrated classrooms. Educators are cross-trained in the use of diagnostic and cognitive-developmental approaches. Assessments include the Learning Accomplishment Profile, the Westby Symbolic Play Scale, the Alpern-Boll, the Criteria Checklist (developed by the project), and various language and motor instruments.

Goals include: 1) developing and disseminating products which stimulate interest and help train in the concept of integrating handicapped and nonhandicapped preschoolers; 2) training professionals and stimulating high quality programs for young handicapped children and their families in rural and urban New Mexico; 3) stimulating state involvement in quality programs for handicapped preschoolers; and 4) increasing awareness of the advantages of mainstreaming.

CONTACT:

Darro Breshears-Routon, Dissemination Coordinator
3501 Campus Blvd. N.E.
AHA MIRA Specialized Family Services, Inc.
Albuquerque, NM 87106
(505)266-8811

RESOURCE:

Inservice Training

RESOURCE PROVIDER:

Project ECHO

RESOURCE DESCRIPTION:

ECHO is a home program providing parent education for parents of hearing impaired infants and preschool aged children. Parent advisors work with parents as a team with the goal of providing information, skills, and support to minimize delays which occur in language and related developmental areas in young hearing impaired children.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Project ECHO can work with any child with hearing loss significant enough to require amplification. Child must be under six years old.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Project ECHO is a state-funded program which provides information to parents of hearing impaired children regarding management of amplification, stimulation of residual hearing, effective communication with their child, stimulation of language development using either auditory/oral or total communication. Project ECHO uses the SKI*HI Curriculum, and is coordinated on a statewide basis by one coordinator. The project currently has 94 trained parent advisors who make weekly home visits. Parent advisors are educators of the deaf, audiologists, or speech pathologists who are trained to work with Project ECHO. Project ECHO provides no individual therapy or preschool experience, but tries to work closely with other agencies serving the child so that the family and the child receive well coordinated services.

CONTACT:

Marileigh Mims
Project ECHO
P.O. Box 770227
Oklahoma City, OK 73177
(405)755-8830

RESOURCE:

Inservice training, advanced technologies, diagnostic/assessment services, equipment, audio/visual materials, and transition services.

RESOURCE PROVIDER:

Region III Education Service Center (ESC III)

RESOURCE DESCRIPTION:

ESC III offers inservice training for teachers and administrators; a lending library of films, videotapes, and media kits; educational project development and management; cooperative purchasing; preparation for monitoring visits; program evaluation and improvement; data processing and achievement monitoring; screening of handicapped children; and driver education. No cash grants are available through the center, however financial support is provided for established educational need through a variety of state and federal projects and through the cooperative efforts of local school districts.

Consultants are available in the areas of mathematics, science, and reading and writing curriculum. Education of the handicapped, learning styles, vocational education, education of the gifted, compensatory education, adult education, and computer literacy are other areas in which consultants are available.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Eligibility is determined by the laws and rules of the funding grants. Generally, participating districts must be public or private schools that operate at least a first grade program.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Each summer, ESC III issues an annual evaluation report and a summary of services. Progress reports are compiled six times a year.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Region III Educational Service Center is an intermediate service agency established by the Texas legislature. ESC III operates a cooperative media library for 41 school districts and ten private schools. It also provides educational services to school districts on request and supports the statewide design of special education.

CONTACT:

Dennis Grizzle
Education Service Center
1905 Leary Lane
Victoria, TX 77901-2899
(512)573-0731

RESOURCE:

Inservice training, diagnostic/assessment services, equipment, publications, and audio/visual materials.

RESOURCE PROVIDER:

Region IX Education Service Center

RESOURCE DESCRIPTION:

Education Service Centers of Texas provide support to the public school systems in several areas, such as special education, migrant services, accreditation support, media service and staff development.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Our goal is to provide quality support.

CONTACT:

Ms. Anne Poplin
Region IX Education Service Center
301 Loop 11
Wichita Falls, TX 76305
(817)322-6928

RESOURCE:

Inservice training, advanced technologies, diagnostic/assessment services, and audio/visual materials.

RESOURCE PROVIDER:

Region VII Education Service Center

RESOURCE DESCRIPTION:

Region VII Education Service Center makes available curriculum products and equipment, data processing and media services, consultants, accreditation and special education services to member schools. Prices on services vary, and are available upon request.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

School districts, public and private,in the geographic area of Region VII are eligible for services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

An annual evaluation is conducted from the standpoint of users.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Region VII Education Service Center is an intermediate agency which serves 99 public schools in a seventeen-county area along the eastern border of Texas. It is the goal of Region VII to assist school districts in improving instruction. This is done through consultative service in specific curriculum areas, a library of circulating films and other media, and training for teachers and administrators.

CONTACT:
Mr. Don Peters
Education Service Center
P.O. Box 1622
818 East Main
Kilgore, TX 75662
(214)984-3071

RESOURCE:

Inservice training, advanced technologies;, and publications.

RESOURCE PROVIDER:

Southwest Educational Development Laboratory (SEDL)

RESOURCE DESCRIPTION:

Technical assistance related to: developing school partnerships with parents, businesses, and/or communities; distance learning technologies, including satellite/television systems and computer-based telecommunications; teacher and administrator training processes; management of change processes; understanding and applying research regarding effective schools; and more. Cost depends on specific circumstances (some at no charge, others at cost-recovery fees). Catalog available by contacting Office of Institutional Communications and Development.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Recipients of services under SEDL's REL contract must be in the states of Arkansas, Louisiana, New Mexico, Oklahoma, or Texas. Other services unrestricted.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Federal evaluation of regional educational laboratory program effectiveness.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

SEDL is a private, nonprofit corporation that serves the states of Arkansas, Louisiana, New Mexico, Oklahoma and Texas as a regional educational laboratory (REL). RELs work with and through state level agencies and organizations to stimulate and support research-based improvements in elementary and secondary education. SEDL engages in contracts and cooperative agreements for consulting and technical assistance services in a wide variety of topical areas related to education. Services to rural small schools is a particular focus both under REL contract and in non-REL work. SEDL's goal is to engage in those activities necessary to provide useful R&D-based information and services to a variety of educational stakeholders for the purpose of helping to improve schooling and education for all students of the Southwestern Program.

CONTACT:
Dr. Preston Kronkosky
211 East Seventh Street
Austin, TX 78701
(512)476-6861

RESOURCE:

Inservice training and technical assistance.

RESOURCE PROVIDER:

Special Plan Upgrading Reading (SPUR)

RESOURCE DESCRIPTION:

The Louisiana Department of Education's SPUR is a refined model for use by local school systems to achieve educational excellence through better use of existing resources. The SPUR model provides a proven structure and process for instructional improvement and innovation, as well as statewide technical assistance and consultation in reading and program development/change. Technical assistance is on-site and ongoing. A training program and other materials are available at no charge for single copies. An annual statewide conference is held for teachers, administrators, and principals to share successful program practices. All local educational agencies serving elementary and middle school aged children are eligible to participate in the program on a year-to-year basis. Designated schools within the system receive direct technical assistance upon request.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

All local educational agencies serving elementary and middle school aged children are eligible to participate in the program on a year-to-year basis. Designated schools within the system receive direct technical assistance upon request.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Results of state assessment and basic skills tests of students in participating SPUR schools are available. A school's designation as a Model School of Excellence, a set of comprehensive standards to upgrade a school's instructional program.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

To provide a systematic statewide approach to instructional development which allows individual systems to address their particular program needs, SPUR identified the following goals: improving leadership and planning for instructional improvement, providing effective instructional programs, coordinating services and resources, fostering parent and community involvement, securing support of business and industry, and coordinating efforts with colleges and universities.

CONTACT:
Mary G. Wade
Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70804
(504)342-3483

RESOURCE:

Preservice training, inservice training, diagnostic/assessment services, and research.

RESOURCE PROVIDER:

Michael Kaplan

RESOURCE DESCRIPTION:

Three-day training program in intervention, implementation model. Cost includes travel and hotel arrangements and per diem of three days training and travel time.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Diagnostic component: speech/language pathologists and diagnosticians. Intervention component: speech/language pathologists, paraprofessionals, and teachers.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Parts of the program have been presented and printed in Conference Proceedings from the 1985 National Native American Conference on Developmental Disabilities. Evaluations are not available.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Diagnostic and intervention model incorporating cognitive style, sociolinguistic and psycholinguistic factors into a program for language impaired children from bicultural/bilingual backgrounds. Implementation of model for language impaired children. Development of research to analyze the program with different cultures. Preservice and inservice training with professionals and paraprofessionals.

CONTACT:

Dr. Michael Kaplan
P.O. Box 9530
Santa Fe, NM 87504-9530
(505)982-1285

RESOURCE:

Preservice training, inservice training, diagnostic/assessment services, publications, and research.

RESOURCE PROVIDER:

Center for Academic Excellence

RESOURCE DESCRIPTION:

The Center for Academic Excellence provides educational research and evaluation and other specific services related to academic excellence on request by the school district. In addition we provide brochures, position papers, and newsletters.

Our consultants are primarily university faculty. Other consultants are retained only with high evaluations from our own staff or other professional educators.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Eligibility requirements: must be an Arkansas public school district with a need related to improving curriculum and instruction or administrative practices and services. Requests must be in writing, from the Superintendent.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

The Center has a two-page instrument under study with forced-choice and open-ended questions in progress, to be completed by college staff and district personnel involved with Center activities.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Center for Academic Excellence is the service, outreach, and research unit of the College of Education at the University of Central Arkansas. The staff includes a director, assistant director for research and evaluation, a clerk and a graduate assistant.

The goal of the Center is to improve education in Arkansas by cooperating and sharing the resources of the University of Central Arkansas College of Education with Arkansas public school districts in an effort to address fundamental educational problems.

CONTACT:

Mr. Joe Hundley
University of Central Arkansas
Box G, Suite 205, THD Building
Conway, AR 72032
(501)450-3400

Federal Region VII

Iowa
Kansas
Missouri
Nebraska

RESOURCE:

Preservice training, inservice training, diagnostic/ assessment services, equipment, publications, audio/visual materials, and research.

RESOURCE PROVIDER:

Franklin County Co-op

RESOURCE DESCRIPTION:

The following services are provided: evaluation and diagnostic services, low incidence programs, awareness and CSPD activities, and consultation services.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Services are mainly intended for local districts. For more information contact the program director or the Co-op board.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Franklin County Co-op represents a cooperative effort to provide students and parents in 15 member school districts with low incidence programs including services to the handicapped.

CONTACT:
Becky Schroeder
Franklin County Co-op
P.O. Box 440
Union, MO 63084
(314)583-8936

RESOURCE:

Publications.

RESOURCE PROVIDER:

Iowa State University Press

RESOURCE DESCRIPTION:

N/A.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

University press - publishing scholarly and trade books.

CONTACT:

Mr. Hugh Schultz
2121 South State Ave.
Ames, IA 50010
(515)292-0140

RESOURCE:

Inservice training and audio/visual materials.

RESOURCE PROVIDER:

Community Resource Development Cooperative Extension Service

RESOURCE DESCRIPTION:

The Community Resource Development Program provides community and specialized surveys. Cost is $5 per sample unit in cases in which the purpose of the survey is related to other programming. A catalog of publications, videotapes, slide sets, and a calendar of conferences is available upon request. Single publication copies are usually complimentary. The program will provide only out-of-state consultation. This may be arranged with individual program staff as it is not a standard part of the services provided.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Program services are available without restrictions in Iowa.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Community Resource Development Program is a part of the Cooperative Extension Service. Funding is provided from local, state and federal sources. Staff are also located at all three levels. The program provides information and education to community leaders and citizens which will help them make informed decisions regarding economic development, facilities and services, local government and leadership, and organizational development.

CONTACT:

Ronald C. Powers
Iowa State University
Community Resource Development Project
107 Curtiss Hall
Ames, IA 50011
(515)294-8397

RESOURCE:

Publications and research.

RESOURCE PROVIDER:

Council for Learning Disabilities

RESOURCE DESCRIPTION:

The Council for Learning Disabilities is an organization for professionals working with learning disabled students. Membership in the Council offers the following: the highly esteemed journal, Learning Disability Quarterly; a teacher-oriented newsletter, the LD Forum; discounts on various special education books and other publications; and special rates to conferences held by the Council. Annually, the Council grants awards for outstanding teaching and research in learning disabilities and three grants to states, $300 each, to encourage special projects for learning disabled students at the local level. The Council has videotapes of discussions on issues in the field of learning disabilities ($10 each).

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Membership in the Council for Learning Disabilities.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The goals of the Council for Learning Disabilities are to promote higher standards for serving learning disabled persons based on field research and to serve as a forum for exchange of information and as a way of establishing dialogues between professionals.

CONTACT:
Kirsten McBride
Council for Learning Disabilities
P.O. Box 40303
Overland Park, KS 66204
(913)492-8755

RESOURCE:

Special programs, inservice training, advanced technologies, transition from school to work/community services, diagnostic/assessment services, and publications.

RESOURCE PROVIDER:

Green Valley Area Education Agency 14

RESOURCE DESCRIPTION:

The Green Valley Area Education Agency 14 (Green Valley AEA 14) provides child diagnostic and planning services, developmental clinics, ENT clinic, and a child development fair in each county. Developmental clinics are billed on a sliding scale; the child fair and ENT clinics are free. Psychological assessments/evaluations, audiometric screening/testing, and speech evaluation/therapy are provided.

Green Valley AEA 14 professionals offer consultancy assistance via oral and written presentations at meetings and conferences with subsequent publication in professional publications.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Any child born with a mental or physical handicap, or anyone between the ages of 0-21 who has acquired a handicapping condition and is a resident of south central Iowa is eligible for services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Green Valley AEA 14 is composed of eight counties in south central Iowa with a central office and eight satellite offices. Areas of expertise include speech therapists, school psychologists, audiologists, itinerant preschool teachers of handicapped and/or visually impaired children, music therapists, and parent/educator coordinators.

Our goals are to: maintain membership in the coalition of human services agencies; provide staff inservices in areas of assessment, curriculum, and computers; continue child-find efforts; maintain quality support services to area schools; and provide inservice programs to local school district personnel and parent groups.

CONTACT:

Harold Connolly
Green Valley Educational Agency 14
Green Valley Road
Creston, IA 50801
(515)782-8443

RESOURCE:

Special programs and/or summer camp, inservice training, advanced technologies, transition services, diagnostic/assessment services, and research.

RESOURCE PROVIDER:

Institute of Logopedics

RESOURCE DESCRIPTION:

The Institute of Logopedics provides information and referral, comprehensive evaluation, summer programs, psychology, audiology, 24-hour health care, residential services, special education, art, music, adaptive P.E., speech, occupational and physical therapies, life-skills training, field trips, participation in Special Olympics, vision and dental screenings, and scouting. Cost is determined by individual needs.

Funding sources for the institute include parents, state and local education agencies, social service agencies, personal health insurance, philanthropic organizations and scholarship assistance. For information on consultancy contact Dr. David Draper or Dr. Jennifer Holvoet at 800-835-1043.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Eligibility is based upon communication disorders which may be accompanied by physical or mental handicaps. Recipients must be at least three years of age for residential placement. Students in preschool, elementary, middle, and high schools are eligible, but certain behavior and medical problems aren't appropriate for enrollment.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

The Institute has the Professional Service Board accreditation of the American Speech-Language-Hearing Association (ASHA) and accreditation through the Kansas State Department of Education and State Department of Health and Environment.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Institute of Logopedics is a private, nonprofit residential school for children with multiple handicaps affecting the ability to communicate.

The overall approach includes: diagnostic, therapy and education services; professional training for university students; and research. The Institute's goal is to be a leader in providing remedial services to individuals with multiple handicaps in the birth-through-twenty-two age group through integration of educational, biological, behavioral and medical disciplines.

CONTACT:

Ms. Maria Morgan, Director of Admissions
Institute of Logopedics
2400 Jardine Drive
Wichita, KS 67219
(316)835-1043

RESOURCE:

Special programs and/or summer camp, inservice training, and publications.

RESOURCE PROVIDER:

Iowa Exceptional Parent Center (IEPC)

RESOURCE DESCRIPTION:

For information on specific services contact the Center.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Iowa Exceptional Parent Center provides education and training to parents of handicapped children, promotes parent-to-parent support groups, and offers information and referral services to parents in the areas in which they have special needs.

The IEPC has the following aims: to increase public awareness of IEPC, to educate parents concerning laws that effect handicapped children and their education, to provide specialized workshops on parents' relationships with health care professionals, and to train parents to be trainers for workshops and to assist other parents.

CONTACT:

Carla Lawson, Director
IEPC
33 North 12th St.
P.O. Box 1151
Fort Dodge, IA 50501
(515)576-5870

RESOURCE:

Preservice training and research.

RESOURCE PROVIDER:

Iowa State University

RESOURCE DESCRIPTION:

Iowa State University offers the following undergraduate and graduate degrees in Education: 1) Bachelor of Arts (B.A.), 2) Bachelor of Science (B.S.), 3) Master of Art (M.A.), 4) Master of Science (M.S.), and 5) Doctor of Philosophy (Ph.D.).

Six undergraduate tuition stipends are available to secondary level, preparation area students pursuing certification in the Mental Retardation program. College of Education and Iowa State University brochures are available upon request.

The College of Education offers consultancy via Mary P. Hoy in the areas of rural special education and rural child abuse and neglect.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Admission is available to adults, paraprofessionals, administrators, and teachers, as well as graduating high school seniors who rank in the upper half of their graduating class and have satisfactory ACT scores.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Iowa State University is a major state research university. The College of Education offers special education programs in elementary and secondary certification in the Mental Retardation curriculum as well as graduate programs in Learning and Behavioral Disability curriculum. There is also an area concentration in rural education.

CONTACT:

Dr. Mary Hoy
Iowa State University
E265 State University
Ames, IA 50011
(515)294-7003

RESOURCE:

Inservice training, advanced technologies, publications, audio/visual materials, and transition services.

RESOURCE PROVIDER:

Kansas State Department of Education

RESOURCE DESCRIPTION:

The Special Education Administration Section makes available files maintained on consultants used by the SEA which contain area(s) of expertise and evaluation of previous work with the Department. There is an extensive holding of products designed for inservice for regular educators working with special education students and those for special education paraprofessionals.

Specific services available through the section are: 1) technical assistance by staff (no cost); 2) workshops and inservice (no cost or minimal fee); and 3) loan of thousands of pieces of print and AV media for inservice (return postage).

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Primary target populations for services are paraprofessionals, administrators, teachers, and related service providers, in the preschool, elementary, middle, and high schools.

Eligibility for flow-through special project support is limited to Kansas programs. Special project eligibility is limited to Kansas programs and types of support varies dependent upon availability of funds.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Evaluation data are available for material resources.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Special Education Administration Section is a unit of the Kansas State Department of Education. In addition to monitoring local compliance with federal and state regulations, the section conducts workshops and inservice activities for parents, educational personnel, and due-process hearing officers. It also funds special projects within the state.

CONTACT:

James Marshall, Director
Kansas State Dept. of Education
120 East Tenth Street
Topeka, KS 66612
(913)296-3866

RESOURCE:

Publications and research.

RESOURCE PROVIDER:

National Rural Health Association (NRHA)

RESOURCE DESCRIPTION:

The following services are available: Health Policy Roundtable teleconference series (cost to be determined for 1987-88); annual National Conference on Rural Health; regional "Nuts and Bolts" management seminars for rural clinic administrators; answer technical assistance questions by telephone; numerous publications and materials; networking among members; and advocacy. A JSI Rural Health Research Scholarship is available. Consultants are available in the areas of rural health issues, rural stress, and community involvement in rural health provision.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Discounts are offered to members of the Association, although nonmembers are encouraged to participate in all association activities.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The NRHA is a national membership organization whose primary mission is to improve the health and health care of rural Americans. NRHA is composed of a diverse constituency of individuals and institutions with rural interests who provide leadership through advocacy, education, research and communication.

The goals of the Association are to: create a better understanding of health and health care problems unique to rural areas; represent and articulate the health care views of rural America; provide a forum for exchange and distribution of ideas, information, research and methods relative to the improvement of rural health; and develop positive solutions applicable at local, regional and national levels.

CONTACT:

Robert T. Van Hook, Executive Director
National Rural Health Association
301 E. Armour Blvd., Suite 420
Kansas City, MO 64111
(816)756-3140

RESOURCE:

Preservice training, inservice training, and publications.

RESOURCE PROVIDER:

Nebraska Department of Education

RESOURCE DESCRIPTION:

The Nebraska Department of Education offers training opportunities for parents and professionals working with children with disabilities. The Department offers a complimentary newsletter, Sharing-Connection, which covers such topics as the impact of disabilities on nuclear and extended families, health/wellness and disability, genetics, cultural diversity, service delivery and independent living. The Department also has a second publication available entitled Philosophy & Terminology: What You Think and Say about People with Disabilities Makes a Difference. Consultancy expertise is available in the areas of accessibility, barrier removal, creative problem solving, equalizing power, parent/professional partnerships, and independent living.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Anyone who is involved in serving the needs of children and young adults (birth to age 21) with disabilities is eligible for services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Compilations of participant evaluations for each activity are available for review.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The true partnership philosophy underlies all of the products and services of the Nebraska Department of Education. This results in equalized power and in training opportunities being made available for parents and professionals working with children with disabilities.

CONTACT:

Virginia Wright
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509
(402)471-2471

RESOURCE:

Preservice training, inservice training, diagnostic/assessment services, publications, audio/visual materials, and research.

RESOURCE PROVIDER:

School Psychology Program

RESOURCE DESCRIPTION:

The following services are available: training for academic credit or CEU's available at University fee levels; consulting, diagnostic and research-based activities at contracted levels; and information and dissemination at no cost or at fixed cost levels. Preservice training at a full-time student status can qualify the student for graduate assistantships.

The following materials are available: print materials on previous projects available without fee (topics include peer tutoring, crisis intervention, stress and coping); and videotape materials on teacher strategies.

Stewart Ehly is available for consultation on training, research, communication skills, organization change, peer interventions, crisis training, and stress interventions.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Eligibility for preservice training is according to university requirements. All other services have no similar restrictions at this time.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The training program offers a range of services that deal with applications of psychoeducational strategies in rural and urban areas. The program has the following goals: to prepare students for professional roles in the delivery of psychoeducational services; offer inservice training to professional educators and support professionals in rural and urban areas; and conduct research and prepare materials that deal with psychoeducational services and practices.

CONTACT:

Stewart Ehly
University of Iowa
School Psychology Programs
N275 Lindquist Center
Iowa City, IA 52242
(319)335-5335

RESOURCE:

Consultants and short report papers.

RESOURCE PROVIDER:

University of Northern Iowa Committee on Rural Education (UNI/CORE)

RESOURCE DESCRIPTION:

University of Northern Iowa's Committee on Rural Education (UNI/CORE) offers the following services: 1) identification of rural schools in Iowa and their characteristics when compared with urban and metropolitan schools; 2) 24 one-page papers prepared by the Committee over the last ten years; and 3) consultancy and resource availability in local school districts and for educators visiting the University who have an interest in rural education; consultants are available in the areas of school administration, special education, middle school, school district reorganizations, elementary curriculum, high school subjects, counseling and guidance, and teacher apprenticeship supervision.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Any persons interested in services are eligible for assistance by contacting the UNI/CORE committee and receiving approval by its chair and/or the committee.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

UNI/CORE includes one member from each of the departments of the College of Education and one public school educator named for a two-year term by the Dean. This group of eight meets two or three times a year on the campus.

UNI/CORE's goals are as follows: 1) promote and encourage research in educational problems related to school size and rural setting; 2) provide leadership in extension and consultation services; 3) act as a clearinghouse for information relating to research in educational problems related to school size and rural setting; and 4) encourage the inclusion of appropriate courses of preparation for working in a rural school setting.

CONTACT:

Mr. William Dreier, Department Chair
University of Northern Iowa
Cedar Falls, IA 50614
(319)273-2570

Federal Region VIII

Colorado
Montana
North Dakota
South Dakota
Wyoming
Utah

RESOURCE:

Preservice training, inservice training, diagnostic/assessment services, publications, research, and network/resource information.

RESOURCE PROVIDER:

Bilingual Special Education Curriculum Training (BISECT)

RESOURCE DESCRIPTION:

Staff and program development workshops, inservice training sessions, and consultations. Cost of these is between $150 and $250 a day plus expenses.

This project leads into an on-campus traditional special education endorsement program for which there are student grants available. These grants are for teachers/paraprofessionals with bilingual or English as a second language background who wish to get a Master's Degree in special education.

Consultants: Dr. Catherine Collier and Dr. Rudy Garcia.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Public/private schools or districts committed to improving their service to minority handicapped and improving their identification and intervention procedures/services are eligible for our services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Annual program evaluations are available. Also, recipient school districts can be contacted for information.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

BISECT is an information resource and training program focusing upon the staff and program development necessary to more adequately service culturally and linguistically different children who are or may be handicapped. Services are provided on-site to school districts. BISECT is funded to improve the identification and instruction of culturally and linguistically different children who are or may be handicapped. This is being accomplished through providing staff and program development, as well as resource networking through the BISECT-sponsored CCSEN (Cross Cultural Special Education Network). BISECT and CCSEN are companion programs.

CONTACT:

Dr. Catherine Collier
University of Colorado
Campus Box 249
Boulder, CO 80309
(303)492-3357

RESOURCE:

Preservice training, inservice training, advanced technologies and transition services.

RESOURCE PROVIDER:

Black Hills Special Services Cooperative

RESOURCE DESCRIPTION:

Black Hills Special Service Cooperative provides day school for multiply-handicapped students ($31/day), alternative schooling for junior and senior high students ($41/day), specialized foster care (costs vary), adolescent group home ($42.80/day), multiply handicapped group home ($10.19/day), and assessments and teacher inservice at varying costs. All day and residential programs are accredited by the South Dakota Division of Education and Dept. of Social Services. They also distribute relevant software and publications. Consultants available through Black Hills Special Services Cooperative are psychologists, physical and occupational therapists, social workers, vocational education, arts-for-the-handicapped, gifted and talented consultants, technology in education.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

For student services, the child must be determined by his/her local district to be in need of special education. South Dakota is a non-categorical state in determining eligibility.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

The Cooperative makes available day programs, residential services, technology in education program, and its specialized foster care program for review.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Black Hills Cooperative encompasses 12 public school districts in western South Dakota. They provide special education consultants and special education evaluations to member districts, and offer day and residential programs for 110 multiply-handicapped or emotionally disturbed students. Black Hills Special Services Cooperatives goal is to provide special education services to any child who cannot function in his/her home school, and to be a resource for the development of special education services in our member schools.

CONTACT:

Mr. Randall Morris, Director
Black Hills Special Services Cooperative
181 Cliff Street
Deadwood, SD 57732
(605)578-1914

RESOURCE:

Preservice training, inservice training, diagnostic/assessment services, and research

RESOURCE PROVIDER:

Center for Research in Rural Education

RESOURCE DESCRIPTION:

The Center for Research in Rural Education does contractual services for interested groups in the areas of program evaluation, staff development and training, assessments, program development, planning, demographics studies, etc. Costs vary depending upon the nature of services. Consultants are available in adult education, school administration, elementary and secondary teacher training, research projects and training, school demographics, management, change processes, and school and community development. Fellowships at the doctoral and post-doctoral level are available for research in adult learning.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Services are available for educators and administrators of elementary, middle, and high schools.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Center for Research in Rural Education provides special project research and/or program development and services on contractual terms. The Center conducts research primarily in areas of adult learning and/or rural education.

The Center's goals are to develop theory and conduct research at the cutting edge of adult learning and rural education so that new directions and leadership opportunities are open to individuals in the field, researchers, teacher, graduate students, adult learners, and interested others.

CONTACT:

John Picton
Montana State University
Center for Research in Rural Education
Project for Excellence in Adult Learning Research
Bozeman, MT 59717
(406)994-3711

RESOURCE:

Special programs and inservice training.

RESOURCE PROVIDER:

Children's Resource Center and Special Touch Preschool

RESOURCE DESCRIPTION:

The following services are provided: special education services, speech therapy, OT/PT services, parent training, and developmental preschool.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Special education services are provided (free) for all children who qualify on state approved assessment instruments. Developmental preschool is offered to all children 3-5. Handicapped enrollment is based on a sliding fee schedule; non-handicapped enrollment is determined by the Center.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Types of evaluations available include: the HEECP Grant Evaluation #1830217813AI, and the Wyoming Summary Report to Data Contributors to the Comprehensive Planning Project.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Children's Resource Center serves handicapped children from birth through age six. The Special Touch Preschool is an integrated preschool for both handicapped and non-handicapped children age three to six which concentrates on non-academic curricular goals. These goals include: growing in independence, learning to get along with others, developing self-control, communicating non-sexist roles, beginning to understand their bodies, learning and practicing large and small motor skills, beginning to understand and control the physical world, learning new words and understanding others, and developing a positive feeling about their relationship with the world.

CONTACT:

Virginia Fish
Children Resource Center and Special Touch Preschool
P.O. Box 1191
Powell, WY 82435
(307)754-2864

RESOURCE:

Publications, audio/visual materials, and mailing library.

RESOURCE PROVIDER:

Cooperative Extension Project for the Handicapped

RESOURCE DESCRIPTION:

Books and videotapes are loaned free of charge. A Parent Resource Library Catalog is available listing available materials. Products, books and videotapes are available on a loan basis only.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Evaluations are done during the development phase. The only on-going evaluation consists of statistics kept on library usage and on newsletter circulation.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

This project is designed to work through Extension Services to provide support and education opportunities to help rural families and community organizations fill gaps left by services which are available in most urban regions, but lacking in many rural ones. The project aims include: developing and disseminating information for and about the handicapped by means of a newsletter directed to state and county extension personnel; producing videotapes to be used in workshops and presentations for primary caregivers and service agencies; and maintaining a mailing lending library of books and tapes for parents of handicapped individuals.

CONTACT:

Julia Burnham
Cooperative Extension Project for the Handicapped
1780 North Research Parkway, Suite 112
Logan, UT 84321
(801)752-0238

RESOURCE:

Preservice training, inservice training, diagnostic/assessment services, publications, research, consultations and evaluations.

RESOURCE PROVIDER:

Cross Cultural Developmental Education Services

RESOURCE DESCRIPTION:

Workshops and inservice training in nondiscriminatory assessment and diagnosis, curriculum development and adaptation, program alternatives and development, cross-cultural factors in instruction and special needs, integration of cross-cultural and special needs services and procedures, etc. Program evaluations and needs assessments. Consultations, assistance with proposal preparation, evaluations, and training $50/hr plus expenses. Publications on classroom management, study skills, cognitive learning strategies, and curriculum development for minority handicapped students are all available directly from CCDES publisher: Hamilton Publications, P.O. Box 1139, Lindale, TX 75771.

Dr. Catherine Collier - a consultant in cross-cultural education, cross-cultural and bilingual special education, special education, curriculum development, etc. References are available upon request.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Will give references of districts and agencies which have received training. Personnel can be contacted.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Cross Cultural Development Education Services is a private consulting and training service which provides individualized staff and program development and evaluation.

CCDES sees its mission as improving the identification and instruction of culturally and linguistically different children who are or may be exceptional in some way. As a consequence of training and development in these areas, identification and instruction of all children will be improved and enriched.

CONTACT:

Dr. Catherine Collier, Director
Los Lagos Ranch
P.O. Box 87
Rollinsville, CO 80474
(303)258-3482

RESOURCE:

Preservice training, inservice training, advanced technologies, and transition services.

RESOURCE PROVIDER:

David Lemire Software Enterprises

RESOURCE DESCRIPTION:

David Lemire Software Enterprises (DLSE) does workshops on career development and effective decision-making. Computer software is available for students and adults, as low as the sixth grade. All programs sell for $10. All programs are for Apple computers at this time.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Young adults and adults are eligible for our services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

DLSE develops computer programs that help people understand themselves and make wise decisions.

CONTACT:

Mr. David Lemire
University of Wyoming
Box 4285
Laramie, WY 82071
(307)789-0828

RESOURCE:

Special programs and/or summer camp, inservice training, diagnostic/assessment services, equipment, and audio/visual materials.

RESOURCE PROVIDER:

Mountain Board of Cooperative Educational Services

RESOURCE DESCRIPTION:

Mountain Board of Cooperative Educational Services provides the support services necessary for the enrolled rural districts to meet the specialized needs of the handicapped students in their schools. Mountain Board annually receives a host of grants to enable them to provide services to the entire range of the population, from preschool to drop-out. Certified consultants are available in all fields. The Cooperative hosts the Climax Rural Administrators Workshop at Colorado College in Leadville. This week-long workshop gives administrators, principals and superintendents hands-on techniques for practical administration. The conference averages about 80 participants annually.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

The Cooperative's hearing consultation team has been nominated for Public School Program of the Year (Colorado Speech and Hearing Association).

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Mountain Board of Cooperative Educational Services is made up of ten rural districts in mountainous Colorado. It is one of seventeen such cooperatives in Colorado. Most rural school districts belong to such a cooperative.

The broad goals of the Mountain Board Cooperative are twofold – first, to cooperatively provide programs and services that would be impossible, or not feasible for the single district to provide; and second, to increase the cost effectiveness and efficiency in the provision of programs, services and goods through cooperation.

CONTACT:
Mr. Steven Jones, Executive Director
Mountain Board of Cooperative Educational Services
115 W. Tenth
Leadville, CO 80461
(303)486-2603

RESOURCE:

Preservice training, inservice training, and diagnostic/assessment services.

RESOURCE PROVIDER:

Northern State College

RESOURCE DESCRIPTION:

Diagnostic clinic; speech/hearing and full psychological/ed evaluations.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Certified Speech/Audiology/School Psychologist.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Four-year college program in Special Education.

CONTACT:

James McAreavey
Northern State College
Aberdeen, SD 57401
(605)622-2622

RESOURCE:

Preservice training, inservice training, and transition services.

RESOURCE PROVIDER:

Pluma School--Black Hills Special Services Cooperative

RESOURCE DESCRIPTION:

The following Pluma School consultants are available in expertise areas of curriculum, teaching methodologies, treatment of behaviorally disordered, systems development, and integration of the handicapped: David D. Jewett, Licensed Psychologist and Certified School Psychologist; Ronda Feterl, Education Diagnostician; Mary Baumeister, Licensed Social Worker; Lynette Schultz, C.C.D. Speech Pathologist; and Joan Mutcher, Occupational Therapist.

The Diagnostic Unit provides a comprehensive psychoeducational assessment service complete with a prescriptive educational plan (curriculum and method) for implementation in the student's home district. The costs are one to five-day services at $100 per day, thirty-day service at $2190.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

All preschool, elementary, middle, and high school teachers, paraprofessionals, administrators, and related service providers are eligible for services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Pluma School is a self-contained special education program providing services to developmentally disabled children and adolescents from birth through 21 years of age. Services are provided on both a day and residential basis. Students are typically functioning within the moderate/severe/ profound ranges of ability and may be developmentally delayed, autistic, deaf, blind, and/or suffering from seizure disturbance, cerebral palsy, and similar afflictions.

The program goals are as follows: to return children to their home school districts; when that is not possible, to integrate students into the appropriate, least restrictive alternative; to facilitate learning with children who have historically proven difficult to teach; and to provide a caring and enriching environment in as normal a setting as possible.

CONTACT:

David D. Jewett
Pluma School -- Black Hills Special Services Cooperative
181 Cliff
Deadwood, SD 57732
(605)578-2131

RESOURCE:

Special programs and/or summer camp, inservice training, advanced technologies, publications, audio/visual materials, and research.

RESOURCE PROVIDER:

Rural Education Association

RESOURCE DESCRIPTION:

Linkage with national, regional, state, and local resources in support of rural schools. National recognition of outstanding rural education research and recognition of outstanding rural elementary and secondary schools (as determined by the U.S. Department of Education's Office of Improvement and Practice). Video-Tape Instruction For Rural Educators – inservicing and staff development series in a variety of topics which can be taken for graduate level credit through Colorado State University, Division of Continuing Education.

Publications include: The Rural Educator Journal, Rural Education Newsletter, and Educational Programs That Work In Rural Settings (determined by the National Diffusion Network).

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Any professional or non-professional who wishes to become a member of REA in support of services and resources that will enhance and maintain quality education in rural schools.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

A membership organization of teachers, administrators, board members, college faculty, state and federal officials all working to maintain visibility and enhance programs and services for rural schools.

REA serves as an advocate for rural education, provide leadership for conferences, seminars and regional meetings, stimulate rural research, promote state and regional support services, disseminate promising practices, collect data, publish information via journal and newsletter, and promote partnerships for the benefit of rural schools in America.

CONTACT:

Dr. Joseph Newlin, Executive Director
Rural Education Association
Colorado State University
300 Education Building
Fort Collins, CO 80523
(303)491-7022

RESOURCE:

Preservice training and inservice training.

RESOURCE PROVIDER:

Rural Teacher Education Improvement Project

RESOURCE DESCRIPTION:

Inservice training for small/rural school teachers. Cost to be negotiated.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Small/rural school teachers are eligible for our services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Western Montana College has been awarded a three-year grant from the Fund for the Improvement of Post Secondary Education to develop a Rural Teacher Education Improvement Project.

The project will develop and demonstrate a curriculum for the preparation of small/rural school teachers which is based on current research, field studies and consultation with 10 participating rural school sites across the state of Montana.

CONTACT:

Dr. Lee Spuhler, Coordinator
Rural Teacher Education Improvement Project
Western Montana College
710 S. Atlantic
Dillon, MT 59725
(406)683-7121

RESOURCE:

Special programs and/or summer camp, preservice training, and diagnostic/assessment service.

RESOURCE PROVIDER:

Sweetwater County Child Developmental Center

RESOURCE DESCRIPTION:

The Center offers the following services: county-wide screening clinics, educational testing services, in-center teaching, a home program, infant educational programs, individualized and personalized instruction, occupational therapy, early childhood education, parent education and a parent support group. The Center provides occupational and physical therapists as consultants for rural Wyoming cities. The Center has available an agency brochure for further information.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Residents of Sweetwater county with children between the ages of zero and five, who are handicapped and/or developmentally delayed, are eligible for services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Internal evaluation reports are available for public review. The Sweetwater Center is certified both by the State of Wyoming Division of Community Programs and by the Department of Public Assistance and Social Services.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Sweetwater County Child Developmental Center is a nonprofit organization providing educational and therapeutic services to handicapped and developmentally delayed infants and preschoolers ages birth to five. The role of this Center is to help Sweetwater County families with young handicapped children. The intention is to help these children live up to their full potential while improving their quality of life.

CONTACT:

Sweetwater County Child Development Center
25 Shoshone Ave.
Green River, WY 82935
(307)382-6010

RESOURCE:

Preservice training

RESOURCE PROVIDER:

University of Wyoming, Area of Special Education

RESOURCE DESCRIPTION:

Degrees offered: B.S., M.S., Ed.S. Several undergraduate scholarships are available to qualified students. Currently offering four (4) graduate stipends of $6000 each to qualified candidates. Student loans are available through the University.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

NCATE.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

To provide the very best trained teachers, master teachers and program administrators to the Rocky Mountain Region and beyond.

CONTACT:

Dr. James Jacobs
University Station
P.O. Box 3374
Laramie, WY 82071
(307)766-6502

Federal Region IX

Arizona
California
Hawaii
Nevada

RESOURCE:

Jerry Young

RESOURCE PROVIDER:

American Association of Community and Junior Colleges: Commission for Small and Rural Colleges

RESOURCE DESCRIPTION:

The Commission for Small and Rural Colleges hosts a national convention in Dallas annually.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Members of AACJC are eligible for our services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Commission exists to represent the more than 600 small/rural community colleges in the country, to identify and share exemplary programs and to serve as a resource to colleges.

CONTACT:

Mr. Jerry Young, President
Chaffey College
5885 Haven Ave.
Rancho Cucamonga, CA 91701
(714)987-1737

RESOURCE:

Inservice training, publications and awards.

RESOURCE PROVIDER:

Books and Beyond

RESOURCE DESCRIPTION:

Services provided by Books and Beyond include: 1) Awareness/Training ($200/day + expenses.); 2) 18-minute awareness videotape available loan basis; 3) two-hour training videotape; 4) manuals (1 per year per school) - $40.00; and 5) awards (various prices). Funding is often available through various state agencies. Local funding is also popular for this program through PTA/PTO or local service organizations. First level awareness material available free of charge. Inservice available for Awareness/Training using certified trainers.

We participate in many professional educational conferences oriented toward reading. We host a certified trainers workshop in July each year to train those interested in training others in the Books & Beyond program.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Books & Beyond was designed with flexibility in mind. Because of the variety of strategies and the design of the program, schools can easily tailor it to meet their needs and fit within their curriculum. This program can encompass all student populations such as gifted, slow learners, special education students, bilingual, and students from a variety of socio-economic backgrounds.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Evaluation data received to date indicates that the students themselves reported a 31% increase in the average number of books read, a 37% decrease in television viewing and a 13% increase in their scope of reading. Pre/post testing is available if a school wishes to participate in the evaluation process.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Books & Beyond is a nationally validated program sponsored by the U.S. Dept. of Education's National Diffusion Network. It is a program designed to increase students recreational reading and decrease indiscriminate TV viewing. Through success-oriented reading incentive strategies, this highly motivating program produces positive long-lasting behavioral changes in students with regard to recreational reading.

CONTACT:

Ms. Ellie Topolovac
Solana Beach School District
309 N. Rios Avenue
Solana Beach, CA 92075
(619)755-6319

RESOURCE:

Inservice training, transition services, diagnostic/assessment services, and publications.

RESOURCE PROVIDER:

Western Arkansas Transition Project (WATP)

RESOURCE DESCRIPTION:

Inservice training sessions (must pay own travel expenses). Manuals for training at no cost. Brochures at no cost. Overview presentations (must pay own travel expenses).

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Available to anyone upon request.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

None presently; being developed by VR's Research and Training Center, University of Arkansas.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

WATP has designed a replicable system of transitional services for mild to moderate handicapped secondary students. Through inservice sessions special and vocational educators meet with adult service providers to formulate action plans based on existing community resources.

Our goals include: 1) restructuring educational attitudes toward the importance of employment related skills as an integral part of the secondary special education curriculum;
2) advocating for access to existing vocational training and the creation of new and appropriate training programs; and 3) fostering the natural linkage that should exist between VR, vocational education and special education.

CONTACT:

Ms. Cathy Williams, Project Supervisor
Western Arkansas Education Service Cooperative
Route 1, Box 104
Branch, AZ 72928
(501)635-5201

RESOURCE:

Inservice training, publications, and audio/visual materials.

RESOURCE PROVIDER:

Center for Regional and Continuing Education (CCE)

RESOURCE DESCRIPTION:

The Center for Regional and Continuing Education (CCE) provides credit and non-credit courses and workshops (cost depends upon the number of units of academic credit, or the fee of the visiting professor conducting a workshop). We also provide teleconferencing services, and a satellite-delivered M.S. program in computer science to about 20 corporate locations across the country. Our Instructional Television for Students (ITFS) program is also quite extensive in providing instruction for those students unable to attend the CSU, Chico campus.

The only products/equipment we provide are either informational brochures which are basically promotional in nature, and regular text books and materials for courses which are established by the individual instructors/departments. We will, however, video tape various teleconferences which we pull down with our satellite dishes and rent/sell/provide them (cost varies).

CCE works closely with the University's Instructional Media Center (IMC) which has several staff members who provide a variety of technical consultations to various clients.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Eligibility depends upon specific prerequisites for each service.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

CCE is a self-supporting agency which provides extension courses and workshops to non-traditional students. CCE also provides televised courses to numerous sites throughout Northeastern California, as well as various satellite-delivered courses to corporate sites participating in CSU, Chico's M.S. in computer science program.

CCE's goals are to provide education to the non-traditional student, i.e., those who live in remote rural areas (through TV), those wishing to take courses for professional/personal development, and those interested in travel-study. We are also heavily into the use of satellite technology to provide various courses to a far-reaching audience.

CONTACT:

Mr. Steven Adams
Center for Regional and Continuing Education
California State University
Chico, CA 95929-0250
(916)895-6105

RESOURCE:

Pre-employment training, continuing education inservice training, units for professionals, advanced technologies, equipment, publications, and audio/visual materials.

RESOURCE PROVIDER:

College of the Siskiyous

RESOURCE DESCRIPTION:

The College of the Siskiyous makes available instructional staff as consultants in their various areas of expertise. The college library collection contains over 35,000 volumes, over 200 periodicals, textbooks, college catalogs, pamphlets, newspapers and other materials. The media center houses audio/visual equipment and materials. There is no cost to college students for use of these resources.

The following grants are available: Pell grant, SCOG grant, Cal grant, Bureau of Indian Affairs grant, Extended Opportunity Programs and Services grant, and College work/study. The College has a job placement center, a vocational assessment lab, disabled and tutorial services, GED testing center, re-entry program, skills classes, instructional television for students, computer center, art gallery, cafeteria and snack bar, career center, bookstore, on and off campus housing, and a financial aid program.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

California residents who are high school graduates and anyone 18 years and older who may benefit from instruction are eligible for admission. Non-residents must pay out-of-state tuition.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Formal evaluations of programs and services offered by the College are conducted every two years and are considered public documents.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS/GOALS:

COS is a two-year community college offering an AA and/or AS degree, lower division education needed for transfer, general education, vocational/technical education, adult education, guidance and counseling, and community services and cultural events.

COS's goals are to: assist each student to develop attitudes leading to effective communication, constructive thinking, ethical living, and wholesome individuality; respond effectively to changing social, political, economic and vocational conditions; prepare students for a satisfying career; and provide necessary hearing aids to develop potential excellence regardless of disadvantage or handicap.

CONTACT:

Carol Kramm
College of the Siskiyous
800 College Ave.
Weed, CA 96094
(916)938-4462

RESOURCE:

Inservice training, and publications.

RESOURCE PROVIDER:

Communication Services

RESOURCE DESCRIPTION:

Communication Services has available the following areas of expertise: effective public relations planning (board/superintendent relations, board to board relations, and board/community relations), issues management, development of printed materials, and legislative training.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

The primary target population is related services providers in rural education.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Communication Services is an intermediate unit agency for the State of California. It identifies, interprets, and communicates information to improve quality and availability of information available for decision making.

The agency's program goals are to help districts provide appropriate educational programs for students who can be served more effectively on the county/regional level, to provide support services to help districts deliver services to students, offer training and development, and provide leadership in bringing communities together and in facilitating the reflection of state priorities in student needs.

CONTACT:

Jan Carey
Santa Clara County Office of Education
100 Skyport Drive
San Jose, CA 95115
(408)947-6514

RESOURCE:

Preservice training, inservice training, advanced technologies, equipment, publications, and research.

RESOURCE PROVIDER:

Consultant Rehab and Special Ed Technology/Gifted

RESOURCE DESCRIPTION:

Services include half- and full-day workshops on switch making to adapt battery-operated toys and devices. Longer workshops can be arranged to cover issues of assessment and funding. Cost is $200 per diem plus expenses. Cost of materials is $20 per participant, includes switch, adapted radio, printed materials. Other available materials include: books on switch making to adapt battery-operated toys and devices which includes diagrams, step-by-step instructions, lists of resources, discussions on assessment and safety (available for $6 plus $1 postage and handling).

Consultants: Frederica Bowden who has expertise in special education and rehabilitation technology, has worked at the Center for Special Education Technology, the American Association for the Adv. of Science, the National Institute on Aging, and the National Rehab Information Center. Presented several workshops at national conferences and written extensively in area.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Independent consultant specializing in special education and rehabilitation technology - including aids and devices, hardware, software, database development.

The program involves teaching parents, caregivers, and professionals how to adapt battery operated toys and devices for individuals with physical and mental disabilities, enabling these individuals to manipulate and interact with their environment. The goal of program is to de-mystify technology for consumers.

CONTACT:

Ms. Frederica Bowden
Consultant Rehab and Special Ed Technology/Gifted
18410 N. 27th Ave. #115
Phoenix, AZ 85023
(602)938-1244

RESOURCE:

Preservice training, inservice training, equipment, publications, audio/visual materials, and transition services.

RESOURCE PROVIDER:

Dinuba Public Schools

RESOURCE DESCRIPTION:

Dinuba Public Schools provide for approximately 3300 students, including programs for gifted and talented students, teenage parenting programs, regional occupational programs, continuing education, adult education, and independent study programs. Program guides and curriculum continuums in reading/math/language arts are available upon request. Regional Occupation Program Scholarships are available to high school students.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

The primary target population is comprised of elementary, high school and adult students, teachers, paraprofessionals, administrators, and related services providers.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Dinuba Public Schools are divided into two districts serving K-8 and 9-12 students with common administration. The school's goal is to provide quality education to meet the needs of all students in academic, social, vocational and special education.

CONTACT:
Dr. Mark J. Fabrizic, District Superintendent
Dinuba Public Schools
1327 East El Monte
Dinuba, CA 98618
(209)591-3650, ext. 13

RESOURCE:

Preservice and inservice training.

RESOURCE PROVIDER:

Division of Field Based Programs

RESOURCE DESCRIPTION:

Coursework is provided to rural sites at the same cost as on-campus classes. In addition, each field site is staffed by a professional regional coordinator who provides advisement services, liaison services between clients and the campus, and who keeps close contact with community agencies to determine needs for each semester. Some of the funding available through the Division of Field Based Programs includes: 1) Field Based Bilingual Education Training Project; 2) Field Based Indian Teacher Training Program-Proposal; and 3) Exxon Foundation Grant.

Products/equipment available include: 1) off-campus bulletin listing all off-campus courses/programs. No cost to Division; 2) subscription to Arizona Education Information System service to provide off-campus research materials. $5,000/year; and 3) fulltime coordinator for off-campus library resources.

We do not use consultants as such, however several experts in the field of education including current practitioners are used as part-time faculty, thereby lending their years of expertise to our students. (Files on our part-time faculty are available for review).

The Division sponsors the summer Superintendent's Academy which provides inservice training for Arizona school superintendents. The Academy is held for one week during the summer.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

The only eligibility requirement is that students meet the university's requirements for taking a particular course or pursuing a particular degree program.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Lists of current courses and degree programs that are being offered throughout Arizona, including rural and urban locations.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Division of Field Based Programs is charged with the responsibility of providing undergraduate and graduate university coursework to rural Arizona, as well as to urban constituents. Currently two certification programs, thirteen masters degree programs, and four bachelors degree programs exist. Ten regional site coordinators staff the field sites. To take coursework to the people of Arizona, particularly in rural areas who might otherwise not be able to take courses in a traditional campus setting. The goal is to provide needed certification courses and degree program courses.

Division of Field Based Program (Cont.)

CONTACT:
Mr. Thomas Reno
Northern Arizona University
Center for Excellence in Education
Box 5774
Flagstaff, AZ 86011
(602)523-2127

RESOURCE:

Diagnostic/assessment services, publications, and research.

RESOURCE PROVIDER:

Education Information Center–Arizona Department of Education

RESOURCE DESCRIPTION:

The Educational Information Center is an educational research and disseminating unit. Computerized literature searches are performed on education related topics. Materials, including ERIC microfiche, are provided on each topic. Policy analysis and research assistance is provided to school districts. There is no charge. Arizona Education in Action: Quality Programs and Practices is available from the Center upon request.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Service is limited to Arizona public school administrators, staff, and teachers of elementary, middle, and high schools.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The primary goal of the Educational Information Center is to assist Arizona's school improvement efforts by providing information and research assistance to Arizona teachers and staff, educational planners, and policymakers at the local educational level.

CONTACT:
Dr. Arnold Danzig
Education Information Center
Arizona Department of Education
1535 W. Jefferson
Phoenix, AZ 85007
(602)255-5391

RESOURCE:

Inservice training, transition services, and publications.

RESOURCE PROVIDER:

Education Transition Center

RESOURCE DESCRIPTION:

Some of the services provided by the Education Transition Center include: 1) Transition Grant Competition, offered 1987-88 for California applicants only; and 2) transition-related material are available through the SERN Library (916-921-0521) for loan. We do have a Registry of Qualified Field Receivers and we're in the process of developing a human resource databank.

Annual California Transition Research Fair offered for educators, employers, parents, adult service providers, researchers, politicians, and consumers. Purpose of the conference is to showcase California research that provides data on employment and community living strategies for "at risk" youth including individuals with exceptional needs.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Workshop persons from special education/career education with "at risk" youth who have administration support to set up a transition leadership position in school year 87-88 are eligible for our services. Additionally, anyone interested may participate in our research fair.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Education Transition Center is a field-based component begun in July 1986 under the Program, Curriculum and Training Unit in the Special Education Division of the California State Department of Education. The Center is designed to support ongoing transition programs and to serve as a clearinghouse for information related to the broad range of agencies and services associated with the transition for youth who are "at risk" including those with disabilities.

Our program also consists of: 1) Grants Management Program: Year I (86-87) - document and analyze what is happening in California in transition; 2) Year II (87-88) - synthesize information that will be used to establish a basis for measuring quality; 3) Year III (88-89) - disseminate materials and services to support transition for students and supply the field with a framework for making programmatic decisions on selected issues.

CONTACT:

Heather Kaney, Resources Specialist
California State Department of Education
Specialized Programs
650 University Ave. #200
Sacramento, CA 95825
(916)921-5700

RESOURCE:

Early childhood intervention

RESOURCE PROVIDER:

Home Activity Program for Parents and Youngsters (HAPPY)

RESOURCE DESCRIPTION:

The Home Activity Program for Parents and Youngsters (HAPPY) provides: monthly home visits by child development specialist; monthly written activities that the parents can do with the child in the home; monthly video training tapes demonstrating motor and language skills; and on-going consultation with Occupational Therapist and Speech Pathologist. All of these services are free of charge.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

The developmentally disabled – under 36 months - with significant deficits or delays confirmed by Denver Developmental Screening Test are eligible for our services. Children declared handicapped and children not participating in any other program more than two times a month are eligible. Parent must agree to participate.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

HAPPY is a home-based model utilizing video and computer technology to provide services to young handicapped children residing in rural and remote areas where no other services are available. Our goals include: 1) assessing the needs of families of young handicapped children residing in rural areas; 2) assessing educational needs of children; 3) developing informational materials/education/training programs – meeting the needs of underserved population; 4) assisting in involvement of parents in support groups; 5) implementing curriculum programs. 6) evaluating effectiveness; and 7) disseminating information.

CONTACT:

Ms. Cybil Perkins, Program Coordinator
Home Activity Program for Parents and Youngsters
480 Galletti Way
Sparks, NV 89431
(702)789-0284

RESOURCE:

School newsletter.

RESOURCE PROVIDER:

Mountain Union School District

RESOURCE DESCRIPTION:

The Mountain Union School District Newsletter is an 8-10 page newsletter combining school and community news. It usually includes two pages of pictures showing various aspects of school life.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

The Mountain Union School District Newsletter is mailed to every family and adult living in the school district.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Mountain Union is a two school district nestled in the California foothills.

CONTACT:

Stan Caspary
Mountain Union School District
P.O. Box 90
Montgomery Creek, CA 96065

RESOURCE:

Inservice training, diagnostic/assessment services, and research.

RESOURCE PROVIDER:

Northwest Regional Educational Laboratory - Multifunctional Resource Center (NWREL-MRC)

RESOURCE DESCRIPTION:

There is no cost for requested services.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Any school is eligible for our services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Program delivery/performance.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

N/A.

CONTACT:

Ms. Loia Fiaui
NWREL-MRC
1164 Bishop Street
Suite 1409
Honolulu, HI 96813
(808)537-633

RESOURCE:

Advanced technologies, and transition services.

RESOURCE PROVIDER:

Oak Run Elementary School District

RESOURCE DESCRIPTION:

Inservice training for teachers is provided in the Technology of Curriculum Specialists and in the use of computers and Data Relator materials. A video is available at the cost of the tape.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Primary target population is local area teachers.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

An evaluation form is provided for all inservice participants.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Oak Run Elementary School is a self-contained, K-12, multigrade classroom school. It is a one-school district with four teachers and a part-time principal. The School's resource goal is to disseminate information and skills in the use of computers in the elementary school.

CONTACT:

Elaine Skeete
Oak Run Elementary School District
P.O. Box 48
Oak Run, CA 96069
(916)472-3241

RESOURCE:

Preservice training, inservice training, and publications.

RESOURCE PROVIDER:

Office of Research and Evaluation (ORE)

RESOURCE DESCRIPTION:

The Office of Research and Evaluation (ORE) hosts an annual Central California conference designed to focus on current state and local educational concerns, strategies and practices. The conference is held in the first part of May in Fresno. The target population includes county, district, and school site administrators, trustees, coordinators, consultants, project directors, resource teachers and other support staff.

The ORE staff consists of individuals with doctoral or advanced graduate-level training plus experience in all areas of assessment and program evaluation. In addition, ORE has developed an arrangement with California State University at Fresno for the services of faculty members in any department of the University. ORE has a reputation for providing high quality services in an area requiring highly specialized training and experience. This reputation is evidenced by increasing requests for services and by letters of commendation (available upon request).

ORE offers the following workshop guides at a cost of $5 each: Testwiseness; Evaluating Staff Development Programs; Measuring School Climate; Program Evaluator's Guide and Workbook; Establishing Goals, Priorities, and Needs Assessment; and Evaluation Considerations for Bilingual/Bicultural Education. ORE offers the following workshops at a cost of $300/day, plus materials, travel and per diem: Testwiseness, Grant writing, Test Score Interpretation and Use, Program Evaluation, Needs Assessment, and Developing Goals and Objectives. ORE also offers evaluation or long-term consultancy services for Migrant Education, Special Education, Bilingual/Bicultural Education, Chapter I, Needs Assessment, and Effective Schools. These services are contract negotiated, based upon type and amount of service required.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Primary target populations for ORE services are elementary, middle, and high school teachers, administrators, paraprofessionals and related services providers.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Copies of workshop evaluations, letters of appreciation, and written reports of evaluation and consultancy services are available upon request.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The ORE is a department within the Fresno County Office of Education. ORE is functionally autonomous and receives no direct financial support from the Fresno County Office of Education. All services provided by ORE are on a contracted cost-recovery basis.

Office of Research and Evaluation (Cont.)

CONTACT:

Dr. Ronald P. Unruh, Director
Fresno County Office of Education
2314 Maripose St.
Fresno, CA 93721
(209)488-3333

RESOURCE:

Preservice training, and audio/visual materials.

RESOURCE PROVIDER:

Parent and Child Early Education Resources (PACEER)

RESOURCE DESCRIPTION:

PACEER provides home/center-based child services (assessment, OT/ PT speech/audiology consultations, IEP, parent training), parent support and education, practicum experiences, consultations to teachers in the service area. There is no cost for our services.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Moderately to profoundly handicapped, medically or environmentally at risk who live within a 60-mile radius of Reno are eligible for our services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Evaluations include annual reports to federal reporting agency.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

PACEER is a HCEEP-funded program which focuses on services for children from birth to three years old.

Our goals include: 1) home- & center-based programming for children (0-3) living in a 60 mile radius of Reno; 2) parent support and education; 3) pre-service practicum experiences for university and community college students; and 4) kit of screening materials – print and PACEER-made videos. Videos address normal development and warning signs of delay (fine motor/feeding, gross motor, language); detecting hearing loss in young children, appropriate curriculum for children 0-3 and sharing screening results with parents.

CONTACT:

Ms. Sue Detroy
University of Nevada, Reno
College of Education/REPC
Reno, NV 89557-0082
(702)784-4921

RESOURCE:

Preservice training, advanced technologies, transition services, publications, audio/visual materials, and research.

RESOURCE PROVIDER:

Portable Practical Education Preparation Training Centers for Employment (PPEP TEC)

RESOURCE DESCRIPTION:

Portable Practical Educational Preparation Training for Employment Centers(PPEP TEC) offers certification in five programs of study: 1) bookkeeping/data entry; 2) clerical cashiering; 3) word processing; 4) clerical receptionist training; and 5) business office skills training. Each program requires approximately six months of intensive training. All educational expenses are currently underwritten by local, state, and federal financial aid. PPEP TEC offers financial aid for vocational training through Pell grants, JTPA funds, migrant and seasonal farmworker funds, and funding for Native American students.

Annual reports, brochures, and catalogs are available upon request. Videotapes (VHS) and 35mm slides are available for purchase or rental on a sliding fee scale. Relevant ERIC documents are available. Since 1967, PPEP TEC has developed a variety of programs and services in transportation, nutrition, housing, energy assistance, training and employment programs, counseling and educational programs directed toward improving the quality of life for rural Arizonians. Send for specific information.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

PPEP TEC serves applicants who are rural residents at least 18 years of age and who have a high school diploma of GED. Applicants who have not earned a diploma of GED may be admitted on an "ability-to-benefit" basis in specific situations.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

PPEP TEC is a nationally recognized multi-campus institution serving rural residents of Arizona. PPEP TEC offers courses in advanced business technology, including word processing, data processing, and data base management.

PPEP TEC goals are to: 1) educate PPEP TEC students with the modern equipment, relevant courses, and practical methods that are available in the clerical field; 2) maintain a skilled and experienced faculty devoted to the personal and professional growth of each student; and 4) maintain a close relationship with the business community in order to continually evaluate and develop a curriculum that meets the requirements of the current job market.

CONTACT:

Dr. John D. Arnold, Executive Director
PPEP TEC
806 East 46th St
Tucson, AZ 85713
(602)622-3553

RESOURCE:

Inservice training.

RESOURCE PROVIDER:

Professional Development Center

RESOURCE DESCRIPTION:

Effective teaching skills are taught in a workshop setting by a Professional Development Center trainer. There is also follow-up supervision involving observation, and conferences available to participants on an individual basis. Expenses for the inservice and training programs are available by consulting the Superintendent of Schools for Staff Inservice, Nye County School District.

Eric J. Larson, Professional Development Center Trainer, is available as a consultant in the areas of essential elements of effective instruction, learning styles and clinical supervision.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Primary target populations for services are paraprofessionals, teachers and administrators in the elementary, middle and high school systems in the Nye county area.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

There are daily participant evaluations during the inservice training. The State of Nevada Department of Education can be contacted for further evaluation of services.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Nye Professional Development Center offers workshops to county school personnel. The workshops focus on instructional skills and on techniques for enhancement of student learning and teacher effectiveness. Classroom follow-up is provided. Goals are to increase effective teaching skills, to provide individual clinical supervision and coaching for teachers, to promote district-wide communication, and to enhance the teacher learning process.

CONTACT:

Eric J. Larson
Nye County School District
Professional Development Center
P.O. Box 113
Tonapah, NV 89049
(702)482-6258

RESOURCE:

Transition services, diagnostic/assessment services, publications, and on-going research.

RESOURCE PROVIDER:

Project SCORE

RESOURCE DESCRIPTION:

Services available pertain only to special education students enrolled in the Humboldt District. Services include: classroom instruction in career/vocational education; employability skills training; vocational assessment/recommendations; placement at school districts or community training sites.

Eventually, as Project SCORE develops, related materials will be available (in 1-2 years). As we are considered a "model demonstration grant", we definitely will have information on what we will have found to be successful in a rural setting in relation to transition.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Students participating must be enrolled in special education and be receiving services as prescribed by IEP.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

None as yet, but by the end of 87-88 school year, we will have something available.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The goal of Project SCORE is to develop, implement, evaluate, and refine a cooperative transition model designed to provide vocational training options to mild, moderate and severely handicapped students residing in the Humboldt Unified School District, thereby enabling them to make the transition from school to community.

CONTACT:
Mr. John Beard
Humboldt Unified School District
Drawer A
Dewey, AZ 86327
(602)772-9200

RESOURCE:

Inservice training for trainers, advanced technologies, equipment, publications, and audio/visual materials.

RESOURCE PROVIDER:

Region 13 Teacher Education Computer Center

RESOURCE DESCRIPTION:

The Mobile Computer Laboratory provides inservice training based upon the Technology in Curriculum Program provided by the California State Department of Education. Services include, but are not limited to: practice with software programs, use of video materials, laserdisc technology, and lesson design intergrading these materials into school programs. The agency provides equipment designed for use in its training programs. Equipment and materials are available for those who have been trained through our programs. For a complete list of the materials available to our trainers, please contact Mercedes McCullough at (714) 396-6455.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Services are limited to professional educators who are involved in providing for staff development.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Evaluations of services available are obtainable upon request from Elliot Duchon.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Mobile Computer Laboratory of the Region 13 Teacher Education Computer Center is designed to provide inservice training in the use of educational technology to personnel in the remote school districts of Riverside and San Bernardino Counties.

CONTACT:

Elliot Duchon
Riverside County Office of Education
Riverside, CA 92502
(714)788-6602

RESOURCE:

Preservice training, and transition services.

RESOURCE PROVIDER:

Rural Clinical Nurse Placement Center

RESOURCE DESCRIPTION:

The Placement Center arranges for RN's or student nurses to have a clinical nursing experience for academic credit, in a rural health care facility. We are trying to encourage nursing students and RN's to consider career options in rural areas. The following materials are available through the Rural Clinical Nurse Placement Center: 1) Preceptor Handbook - a guide for any new preceptor to orient them to their new role; 2) Summary Handbook - an overview of the CSU-Chico based Rural Nursing Center; 3) RCO Option - a "recipe" book of how to establish a rural nursing preceptorship.

The director is available to help set up any preceptorship program from college campus to rural area; areas of expertise - nursing education and preceptorship models.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

In order to be eligible for the Placement Center's service, one must be: 1) enrolled in a nursing program, senior level, 2) an RN enrolled in an extension course.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

We have a variety of evaluative tools that are specific to measuring the success of the various aspects of our program, i.e., the placement site, the preceptor, the housing arrangements.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

This is a statewide operation. It is designed to work with student nurses and RN's to place them in a rural hospital/clinic/facility for six weeks, for hands-on nursing. They receive academic credit. This educational model uses: 1) behavioral objective contracts, and 2) preceptors.

We are trying to encourage nurses to consider career choices/options in rural areas. We are attempting to correct the maldistribution of nurses, with a resultant shortage of nurses in rural areas. Our preceptorship model and program is available for reproduction, not only in nursing, but adaptable to other disciplines.

CONTACT:

Ms. Sandra Siddall
California State University, Chico
Sutter Hall Room 204
Chico, CA 95929
(916)895-5797

RESOURCE:

Preservice training

RESOURCE PROVIDER:

Special Education for Rural Populations

RESOURCE DESCRIPTION:

Stipends covering tuition and books are available.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Teachers in the program must hold a valid secondary or elementary teaching certification.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Program prepares special educators to teach handicapped students in California's rural areas. Instruction is provided on campus and at off campus sites, as well as through interactive television.

Our goal is to prepare a minimum of 30 special education teachers in this program per year.

CONTACT:

Mr. Joseph Roberts
San Jose State University
Division of Special Ed and Rehabilitative Service
San Jose, CA 95192
(408)277-2646

RESOURCE:

Inservice training, publications, and audio/visual materials.

RESOURCE PROVIDER:

The San Bernardino County Superintendent of Schools Office

RESOURCE DESCRIPTION:

The San Bernardino County Superintendent of Schools Office offers the following services, free unless otherwise stated: consultant services in instruction, business, and administration; Data Processing Management Information Services (list cost); Education Media Film Service (list cost); Education Resource Center; Regional Occupational Program; Teacher Education Computer Center; and an Administrator Training Center.

The Administrator Training Center offers a school-site training program for principals. The training emphasizes the strategies that are needed by a principal to carry out his or her responsibilities as an instructional leader. The Regional Occupation Program offers vocational programs to school districts that provide instruction for entry level employment.

Vital Information for Education and Work (VIEW) offers information on microfiche and computers regarding occupations, colleges, universities, etc., on job preparation activities. The San Bernardino County Superintendent of Schools Office also has a resource and referral service on child care for parents.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

All public schools located within San Bernardino County are eligible for these services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The San Bernardino Superintendent of Schools Office is a service agency to school districts in the areas of administration, special education, curriculum and instruction, and business.

The agency goals are to: provide coordination to the educational programs of the school districts as defined by district needs; promote through communication opportunities in common areas of concern; operate educational programs for students not served in the school districts; promote staff development, and support school districts with business procedures which are cost effective and exemplary.

CONTACT:
Jon Scharer
The San Bernardino County Superintendent of Schools Office
601 North E Street
San Bernardino, CA 92410-3093
(714)387-3121

RESOURCE:

Rural services

RESOURCE PROVIDER:

Yauapai County School Office

RESOURCE DESCRIPTION:

Small schools project for districts with enrollment of 600 or less at no cost. Currently Special Ed and Administration.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Regional office which provides services not adequately provided in rural areas.

CONTACT:

Mr. Eugene Hunt
Yauapai County School Office Courthouse
Prescott, AZ 86301
(602)445-7450

Federal Region X

Alaska
Idaho
Oregon
Washington

RESOURCE:

Preservice training, inservice training, publications, and research.

RESOURCE PROVIDER:

Center for Cross-Cultural Studies

RESOURCE DESCRIPTION:

The Center for Cross-Cultural Studies has a resource list that may be of value to others interested in rural education. The Center has an innovative program, Teachers for Rural Alaska, which prepares highly trained teachers for Alaska's small rural schools. The program selects people on the basis of practical skills, academic background, diverse life experience, and interpersonal and political skills. It is designed for people who have completed a bachelor's degree but do not have a teaching certification.

The following publications are available: 1) Teachers for Rural Alaska: Making Small High Schools Work, Kleinfeld, McDiarmid, and Parrett; 2) Alaska's Small Rural High Schools, Kleinfeld, McDiarmid, and Hagstrom; 3) Metlakata Letters, Hagstrom; 4) "Would You be a Great Teacher in a Small School?" (pamphlet).

ELIGIBILITY REQUIREMENTS FOR SERVICES:

The primary target population is comprised of administrators, teachers, and other interested adults.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Center for Cross-Cultural Studies is devoted to research and demonstration projects concerned with the improvement of small rural schools in Alaska. The primary goals of the Center are to produce high quality teachers for and produce research relevant to Alaska's small rural schools.

CONTACT:

Judith Kleinfeld
University of Alaska-Fairbanks
7th Floor Gruening Building
Fairbanks, AK 99775-0420
(907)474-7434

RESOURCE:

Inservice training, publications and research.

RESOURCE PROVIDER:

Coordinated Service Delivery for Young Handicapped Children Project

RESOURCE DESCRIPTION:

The Project staff provide training sessions, technical assistance and consultation upon request. There is no charge for services as long as the request for service coincides with project objectives. Commitment to extraneous requests and subsequent charge for service is dependent upon the scope of the request.

The Early Childhood Interagency Transition Model may be purchased through Edmark Corporation, P.O. Box 3903, Bellevue, WA 98009 ($18.95). A rewritten version of the "Concurrent Services Model" will be available after June, 1987. Both models have accompanying training materials and/or introductory information describing the models. For more information contact project staff.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Any agency or program which serves infant, preschool and/or primary school-aged children with disabilities are appropriate recipients of project services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Training sessions, technical assistance, the two manuals and other materials have been evaluated for the duration of the project. Evaluation reports are available upon request.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The project is funded by the Handicapped Children's Early Education Program and is completing the third year of its demonstration phase. The project is designed for use by personnel of agencies serving young children with disabilities. Rural providers have participated as model replication sites. The major goal of this project is to develop strategies which will ensure that the collaboration efforts of child service agencies are successful.

CONTACT:

Pam Tazioli
University of Washington
EEU, CDMRC WJ-10
Seattle, WA 98195
(206)543-4011

RESOURCE:

Preservice training and inservice training.

RESOURCE PROVIDER:

Department of Education – Western Washington University

RESOURCE DESCRIPTION:

Graduate fellowships and assistantships are available in consultative teaching through the master's program.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Teachers and administrators enrolled, or eligible for enrollment, in undergraduate and graduate programs as well as members of participating school districts are eligible for admission.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

We offer preservice and inservice training (field and graduate programs). Our specialty is the consultative teaching model.

CONTACT:
Marie Eaton
Western Washington University
Curriculum and Instruction
Department of Education
334 Miller Hall
Bellingham, WA 98225
(206)676-3313

RESOURCE:

Special programs and/or summer camp.

RESOURCE PROVIDER:

Meadowood Springs Speech Camp

RESOURCE DESCRIPTION:

Meadowood Camp provides two individual therapy sessions and two group therapy sessions daily. However, the child's clinical environment is extended throughout all of his waking hours. The camp also provides occupational therapy services where needed. There are 2 three-week sessions available. Tuition for a three-week session is $700. The Camp has a small scholarship fund for needy children who will be attending camp. A final report is submitted to the child's school clinician which outlines their observations of the child, testing evaluations and programs/techniques utilized for intervention. The results of the programs are also included in the report.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Children in elementary, middle and high school between the ages of six and seventeen with speech, learning, and language difficulties are eligible to attend Meadowood.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Meadowood Springs Speech Camp is a summer residential camp/clinic for children six to seventeen years of age with speech, language and hearing disorders. Meadowood's goal is to provide a program in which youngsters can receive speech management services directed to their specific needs in a setting which provides a unique opportunity for growth in independence and self-reliance.

CONTACT:

Victoria Davis
Meadowood Springs Speech Camp
Oregon Institute for Rehabilitation, Research and Recreation
P.O. Box 1025
Pendleton, OR 97801
(503)276-2752

RESOURCE:

Special programs and/or summer camp, publications, and audio/visual materials.

RESOURCE PROVIDER:

Mobility International USA (MIUSA)

RESOURCE DESCRIPTION:

MIUSA offers: educational exchange programs, international workcamps, international conferences, independent living exchanges, student internships, group exchanges, travel information and referral and international correspondence. Publications include: Over the Rainbow, a quarterly newsletter about international exchange and travel opportunities. A Guide to International Educational Exchange, Community Service and Travel for Persons with Disabilities, A Manual for Integrating Persons with Disabilities into International Educational Exchange Programs. We occasionally have international exchanges with scholarships that reduce the cost. Consultants and workshops are available.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Open to disabled and able-bodied people: professionals, students and organizations. Membership provides you with information and referral services, a quarterly newsletter, and discounts on publications and workshops. Most of all, membership in MIUSA demonstrates your support for expanding opportunities for persons with disabilities.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

MIUSA promotes international educational exchange and travel for persons with disabilities. Our goal is to encourage more youth with disabilities to participate in international educational exchange programs.

CONTACT:

Ms. Susan Sygall
Mobility International USA
P.O. Box 3551
Eugene, OR 97403
(503)343-1284

RESOURCE:

Preservice training, inservice training, advanced technologies, task forces, publications, audio/visual materials, research, resource linkage, journals, and newsletters.

RESOURCE PROVIDER:

The National Rural Development Institute

RESOURCE DESCRIPTION:

The National Rural Development Institute (NRDI) is a nonprofit organization dedicated to the enhancement of rural and small school education. In an endeavor to be accessible and responsive to its constituents, NRDI facilitates the exchange of resources and effective strategies through conferences, research, publications, training, and related services.

The National Rural Development Institute offers the following support services to all interested parties: 1) communication linkage through the electronic bulletin boards and resource data banks, 2) major publications including Journal of Rural and Small Schools, Rural Special Education Quarterly, RuraLink, Classroom Clips, National Rural Education Resource Guide, Directory of Scholarships for Future Rural School Personnel, Employment Incentives Manual, Parent Resource Directory, preservice modules, inservice modules, reports of national research on a variety of topics, other publications addressing practical strategies, personnel recruitment/retention, regional service delivery, special education, teacher training, etc., and 3) rural job referral, job exchange, and personnel recruitment services including computerized lists of qualified applicants and positions available, bimonthly updates.

National Rural and Small Schools Consortium: NRDI houses the National Rural and Small Schools Consortium (NRSSC), an action-oriented group of individuals and agencies working to enhance rural and small school education and to address associated problems.

NRSSC membership offers: a subscription to the Journal of Rural and Small Schools and the newsletter Classroom Clips; an annual national conference; the national rural/small schools resource exchange system; brokerage for consultant services; rural/small schools electronic bulletin board/mail; technological task force; discounts on publications, conferences and rural job services; and promotion of interagency collaboration.

The National Rural Education Research Consortium (NRERC) is a branch of NRSSC. it links researchers with others having similar interests and assists individuals and groups with research projects. National rural research data banks, member profiles, conferences, interest groups, subject pools, and researcher's skills are matched by NRERC.

The National Rural Teacher Education Consortium (NRTEC), another branch of NRSSC, addresses inservice and preservice education and certification issues and links college and university educators and administrators, public school educators and administrators, and state department of education personnel.

American Council on Rural Special Education: The National Rural Development Institute also houses the American Council on Rural Special Education (ACRES), a national team of professionals and parents working together to enhance services to rural individuals with disabilities.

ACRES membership offers: membership in NRSSC; discounts on the Rural Special Education Quarterly, the Journal of Rural and Small Schools, and services; quarterly newsletter, RuraLink; annual national conference; national task forces; resource exchange directories; rural electronic bulletin board; testimony to federal and state congressional committees; parent-professional partnerships; scholarship clearinghouse.

The National Consortium of Universities Preparing Rural Special Education is a branch of ACRES. It consists of a collaborative team of university faculty practitioners, parents, disabled individuals, and researchers who develop, pilot test and field test rural preservice curriculum modules. The consortium provides a network of researchers who explore rural preservice issues and trends.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Anyone interested in rural education is eligible.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The National Rural Development Institute is concerned with factors that impinge upon the rural and small school environment. Scarce resources, small populations, remoteness from professional resources, and small numbers of faculty/staff make it essential to maintain an effective communicative network among all those associated with rural and small schools. The goal of NRDI is to serve as a facilitating agent among all groups having rural or small school constituents.

NRDI's primary goal is to enhance quality education opportunities for rural and small school children and youth, to promote communication and advanced technological systems within the rural and small school educational community, and to serve as an advocate and facilitator of rural educational communities, focusing national attention on their unique problems and contributions.

CONTACT:

Doris Helge, Director
National Rural Development Institute
Western Washington University
Bellingham, WA 98225
(206) 676-3576

RESOURCE:

Preservice training, inservice training, advanced technologies, transition services, publications.

RESOURCE PROVIDER:

Northwest Regional Educational Laboratory (NWREL)

RESOURCE DESCRIPTION:

1) Development and dissemination of effective educational products and procedures; 2) research on educational needs and problems; 3) technical assistance in educational problem solving; 4) evaluation of effectiveness of educational programs and projects; 5) training in educational planning, management, evaluation and instruction; and 6) information resource on effective programs and processes. All activities are conducted under contracts and grants with federal, state and local agencies. Catalog of products and publications list available upon request. NWREL's 125 full-time staff includes 76 professional employees, including 31 doctorates, with graduate majors in 38 fields. Programmatic emphasis including improving the quality of education in rural, small schools.

Regional conferences are conducted. Topics for 1986-87 are: 1) teacher evaluation, 2) work now and in the future, 3) meeting needs of at-risk youth, 4) assessment of higher level thinking skills.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Work samples; client responses.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Northwest Regional Educational Laboratory is an independent, nonprofit educational research, development and service institution serving the Northwest and Pacific as one of nine regional educational laboratories in the nation. Northwest Regional Educational Laboratory's mission is to assist education, government, community agencies, business and labor in improving the quality and equality of educational programs and processes.

CONTACT:

Dr. Robert Rath, Executive Director
Northwest Regional Educational Laboratory
101 S.W. Second Avenue, Suite 500
Portland, OR 97204
(503)275-9500

RESOURCE:

Inservice training, technical assistance, and publications.

RESOURCE PROVIDER:

Northwest Regional Educational Laboratory (NWREL)

RESOURCE DESCRIPTION:

Training and technical assistance in the region are generally free of charge as a result of our support by the U.S. Dept. of Education. Special needs for training, materials, consulting services and other technical services are provided at cost. An extensive products and services catalogue is available from NWREL at no cost. Please call or write to receive the information.

NWREL employs more than 50 full-time professionals with advanced training and expertise in professional development, technology, evaluation, assessment, program planning and management, curriculum development, career/vocational education, rural education, international education, school improvement, bilingual education, literacy and equity. Regional conferences are sponsored periodically on a variety of topics of interest to educators in the Northwest and Pacific. Please call or write to get on the mailing list of conference announcements.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

The primary target audience of NWREL is all educators, public and private, preschool through adult/post secondary education, in Alaska, Hawaii, Idaho, Montana, Oregon, Washington and the U.S. affiliated jurisdiction of the Pacific. In addition to direct service, NWREL works with and through school improvement organizations in the region.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

NWREL conducts client follow-up evaluations of its products and services.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Northwest Regional Educational Laboratory is a private, nonprofit corporation established in 1966 to provide a bridge between the needs of educators in the Northwest and Pacific, and the solutions available through applied research and development. Our goals include: assisting educational agencies in improving the quality and equality of educational programs and practices through research, development, dissemination and service in the areas of cultural understanding and equity, evaluation and assessment, technology, school improvement, education involving business and human resource agencies, and professional development.

CONTACT:

Mr. Steve Nelson
Northwest Regional Educational Laboratory
300 S.W. Sixth Ave.
Portland, OR 97204
(503)248-6800

RESOURCE:

Preservice training, inservice training, publications, and audio/visual materials.

RESOURCE PROVIDER:

Project REACH

RESOURCE DESCRIPTION:

Specific services available from REACH are the following: 1) an introductory mailing packet which includes a project overview and an information booklet describing project activities, free of charge; 2) awareness sessions, one- or two-hour introduction to Project REACH, including sample lessons and viewing of a slide/tape program; cost is the Project director's travel expenses; 3) a four-day professional adoption training program which prepares teachers and administrators to implement the REACH project in their own schools, teacher guides are distributed at these training sessions; cost includes $250/day and travel expenses; and 4) the project staff can provide more general multicultural education training as a multicultural consultant; cost includes $250/day and travel expenses.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

The Project is available to interested and committed K-12 teachers, administrators, university personnel, social service agencies and businesses.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

National JDRP - Joint Dissemination Review Panel

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Project REACH is a multicultural education program designed for infusion into the regular social studies curriculum at the middle school/junior high level. Having been implemented in many school districts, the program has proven effective in fostering increased levels of knowledge and more positive social attitudes related to the history and cultures of diverse ethnic groups in America. Project REACH was validated as an exemplary educational practice by the U.S. Department of Education in Spring, 1984. Adopting districts have consistently reported positive gains in staff cooperation, parent involvement, and school climate. This is in addition to increased cultural awareness which is the primary goal of the program.

CONTACT:

Gary Howard, Director
Arlington School District
P.O. Box 309
Arlington, WA 98223
(206)435-9700

RESOURCE:

Publications

RESOURCE PROVIDER:

READI: Computer Literacy for Adults

RESOURCE DESCRIPTION:

READI: Computer Literacy for Rural Adults offers for sale a Resource Guide for Instructors (includes participant manuals) for $15.00. The participant manuals for Unit I Computer Awareness and Unit II Computer Applications are available separately for $5.00 each. READI publishes the READI starter kit for $2.00.

Mary Emery is available to do consulting on computer applications in the classroom, computer literacy for adults and leadership training.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

READI's target population is adults and teachers.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Project evaluation is available.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

READI is designed to bring computer literacy to rural adults by training local "peer" teachers. The project supplies participant manuals as well as an Instructor's Resource Guide.

The goals of READI are to: 1) develop curriculum to teach rural adults about computer literacy, and 2) design a mechanism to bring READI to rural communities.

CONTACT:
Mary Emery
READI: Computer Literacy for Adults
University of Idaho
AG Sci 111, College of Agriculture
Moscow, ID 83843
(208)885-7984

RESOURCE:

Preservice training, inservice training, and diagnostic/assessment services.

RESOURCE PROVIDER:

Rural Education Development Center

RESOURCE DESCRIPTION:

The Rural Education Development Center provides workshops, program assessments, licensure assistance, and program improvement development. It also hosts a regional conference for Eastern Oregon educators.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Educational program assessment.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Center arranges educational services to a rural region. Our goals include: 1) promoting agency collaboration; 2) providing professional development experiences; and 3) providing and identifying resources for development of regional education.

CONTACT:

R. Doyle Slater, Director
Eastern Oregon State College
8th & K
La Grande, OR 97850
(503)963-1535

RESOURCE:

Publications, audio/visual materials, and research.

RESOURCE PROVIDER:

Secondary Transition and Employment Project

RESOURCE DESCRIPTION:

Consultation services to school districts by agreement. Field manuals and inservice modules available at cost of reproduction.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

OSERS evaluation.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Secondary Transition and Employment Project (STEP) is a three-year Model Demonstration Grant which received funding in September of 1984 from the Office of Special Education and Rehabilitation Services. The purpose of the project is to develop a secondary vocational model which will provide vocational training options to students in rural areas who have mild, moderate, and severe handicaps. To accomplish this task, the model has four major components.

CONTACT:

Ms Diane Baumgart
University of Idaho
Dept. of Special Education
Moscow, ID 83843
(208)885-6159

RESOURCE:

Consulting.

RESOURCE PROVIDER:

Shelley School District

RESOURCE DESCRIPTION:

The Shelley School District provides: private consulting with schools to develop school/community relations plans, and presentations to groups on school/community relations.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Numerous evaluations available for review, upon request.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Development of school/community relations plans for small, rural school districts. Dr. Steve Toy has extensive experience in school/community relations and doctoral research in this area. He has particular expertise in initiation of school/community relations programs in small and mid-size school districts.

CONTACT:

Dr. Steve Toy, Superintendent
Shelley School District
545 Seminary Avenue
Shelley, ID 83274
(208)357-3411

RESOURCE:

Special programs and/or summer camp, inservice training, advanced technologies, transition services, educational/assessment services, equipment, and publications/newsletter/library of materials to loan.

RESOURCE PROVIDER:

Special Education Service Agency (SESA)

RESOURCE DESCRIPTION:

All services are funded via grants and contracts, and are therefore free. Extensive collection of professional materials and curriculum for low incidence handicapping disabilities and adaptive equipment.

Consultants are available for: deaf, hard-of-hearing, visually impaired, deaf/blind, seriously emotionally disturbed, multihandicapped, orthopedically handicapped and other health impaired. All staff are certificated by Alaska Dept. of Education.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Educational assessments of students with low incidence handicapping conditions.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Special Education Agency (SESA) was set up by the Fourteenth Legislature to " . . . assist school districts to make more special education and related services available to exceptional children." This agency began operation September 1, 1986, and provides the following inservice to Alaska's school districts: 1) itinerant outreach services to low incidence handicapped students (deaf, deaf-blind, mentally retarded, hearing impaired, blind and visually impaired, orthopedically handicapped, other health impaired, seriously emotionally disturbed, and multihandicapped students); 2) special education instructional support and training of local school district special education personnel; 3) other services appropriate to special education needs.

CONTACT:

Mr. Roy Anderson, Director
2211-B Arca Drive.
Anchorage, AK 99508
(907)279-9675

RESOURCE:

Preservice training and research.

RESOURCE PROVIDER:

Student Teaching Program

RESOURCE DESCRIPTION:

Our department offers a student teaching program that covers the entire state of Alaska.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

This is a university program.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The program focuses on training and providing teachers for rural multicultural situations.

CONTACT:

Bill Pfisterer
University of Alaska
Student Teaching Program
Education Department
7th Flr. Gruening Bld.
Fairbanks, AK 99701
(907)474-6444

RESOURCE:

Publications and transition services.

RESOURCE PROVIDER:

TROPHY Project

RESOURCE DESCRIPTION:

TROPHY is a research institute on employment transition. Its areas of emphasis include research on pre-transition, post-transition, basic skills development and policy issues.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The TROPHY Project is a research group that has the following consultants available. Joseph J. Stowitschek: employment placement and training technology, telecommunications training, Journal of Special Education Technology; Norris Haring: Pretransition IEP development; and William S. Schill: vocational education and community college transition.

CONTACT:

Joseph J Stowitschek
University of Washington
202 Miller, DQ-12
Seattle, WA 98195
(206)543-7669

RESOURCE:

Human resources and information, equipment, and audio/visual materials.

RESOURCE PROVIDER:

United States Department of Education, Region X

RESOURCE DESCRIPTION:

The Seattle United States Department of Education office facilitates networking through public access to its phone systems, availability of office equipment, and use of office manpower. A thorough variety of audio/visual equipment as well as access to the ERIC system are available upon request. The agency makes consultants available in the areas of special education, adult education and secondary reading. Information on any program grants, student scholarships, exemplary programs awards, or funding available through the Region X office is available upon request through the central Seattle office.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

All residents and school personnel residing in Region X (Alaska, Idaho, Oregon, and Washington) states are eligible for services.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Region X provides public information concerning the U.S. Department of Education initiatives and programs.

CONTACT:

George A Swift
U.S. Department of Education, Region X
2901 Third Ave.
Seattle, WA 98121
(206)442-1930

RESOURCE:

Preservice training, inservice training, advanced technologies, transition services, publications.

RESOURCE PROVIDER:

University Affiliated Program Crippled Children's Division (CCD)

RESOURCE DESCRIPTION:

CCD provides coordination through interdisciplinary clinics and the assignment of case managers as appropriate. CCD professionals provide a variety of direct treatment, counselling and therapy in clinical settings, in schools and in the home.

CCD is committed to providing a single standard of care to all patients, regardless of the patient's financial means. A careful financial screening determines an individual patient's ability to pay and a sliding scale is applied. Traineeships for graduate level students may be available for certain disciplines -- Psychology, Nursing, Speech Pathology and Audiology, Pedodontics and Pediatrics. CCD Newsletter - available four times a year. Brochures describing certain program components of the CCD.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Any individual who is suspected to have one of the specified medically handicapping conditions of the program is eligible to receive services through the CCD. Persons under 21 years of age are eligible for an initial diagnostic visit which is provided with no direct out-of-pocket cost to the family.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Student evaluations, patient satisfaction forms, long-term student follow up. Patient evaluations may be made available if deemed appropriate. Trainee evaluations of own activities at the CCD available; follow up reports on placement of trainees - patient satisfaction studies. All 14 disciplines available for consultation.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Crippled Children's Division provides statewide, comprehensive, and accessible services for the range of physical handicaps and developmental disabilities for Oregon's infants, children, and young adults. As part of a university, the CCD also trains future health care providers of the handicapped and the developmentally disabled through hands-on instruction in its clinics.

The primary goal of the CCD is to locate handicapped children who require special services and guide their parents to the best source of help so that these children can lead meaningful and productive lives. To do this, the CCD makes available services and resources of the OHSU, as well as those of physicians and other care providers in Oregon.

CONTACT:

Mr. Gerald Smith
P.O. Box 574
Portland, OR 97207
(503)225-8364

RESOURCE:

Preservice and inservice training.

RESOURCE PROVIDER:

University of Alaska, Special Education Program

RESOURCE DESCRIPTION:

Preservice and inservice courses are available. Coursework relates to general special education as well as specialized coursework in areas such as: the learning disabled student, the behaviorally disordered student, rural special education, counselling students and families, assessment, language development and collaborative consultation. Course fees are based on the course level. Staff are also available to provide inservice training upon request. Fees would be determined based on the inservice. Each year our project supports several graduate students. Typically students are hired on a part-time basis which allows the hiring of more students and gives the student ample time to complete his/her studies. Several of our on-campus courses have been adapted for distance delivery. Courses are broken out into 3 modules. The delivery system utilizes: video/audio taped lectures, printed material, audio conferences, and an on-site visit by the instructor. Courses are not free-standing and must be linked with a UAA staff person. Costs are related to course enrollment fees.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Students desiring to become certified in special education must hold a current Type-A Alaska teaching certificate. Courses are also available as inservice options to upper division or graduate students who would enroll as special students.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Currently on file are course evaluations for Spring, 1986; Fall, 1986; and Spring, 1987 semesters.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Special Education Program currently offers courses to prepare personnel to work with handicapped students in rural areas. These courses are offered through a rural special education project designed to train competent special educators at the graduate level to work in bilingual and cross-cultural education settings. The Project is composed of two phases: Phase I concerns the development of instructional units/classes/seminars that address the unique needs of handicapped students who reside in rural and remote areas of Alaska. Phase II concerns the delivery of coursework via the existing telecommunications network to off-campus certified teachers who reside in the rural and remote areas of the state. These are teachers who, due to geographic locations, are unable to participate in more traditional on-campus classes.

CONTACT:

Dr. Debra Veit
University of Alaska
School of Education
3211 Providence Drive
Anchorage, AK 99508
(907)786-4772

RESOURCE:

Preservice training, inservice training, and research.

RESOURCE PROVIDER:

University of Portland

RESOURCE DESCRIPTION:

Inservice training, preservice training, programmed workbooks.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Entry requirements into university for degree program. No requirements for inservice.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Urban university with an off-campus program to train regular education teachers in rural areas to educate handicapped children in mainstream classrooms.

Goals include: 1) training regular education teachers to serve special education children in regular classrooms; 2) least restrictive environment for all children; and 3) networking between urban and rural areas.

CONTACT:

Ms. Dvenna Duncan
University of Portland
5000 N. Willamette
Portland, OR 97203
(503)283-7344

RESOURCE:

Special programs and/or summer camp, inservice training, and publications.

RESOURCE PROVIDER:

Washington School Counselor Association

RESOURCE DESCRIPTION:

The Washington State Counselor Association (WSCA) is currently developing a network directory which will be available upon request. Each year exemplary counselling and guidance programs are recognized from within our state. Information on such programs is available through the WSCA. Consultation is available on all aspects of school counselling and guidance, from program development to evaluation. A yearly statewide conference is held in October. Regional meetings are also conducted throughout the year.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Certified school counselors in the State of Washington or those serving in an advocacy or supervisory position for school counselors are eligible for membership, $40/year.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

The Washington School Counselor Association is a nonprofit professional organization whose purpose is to promote counselling and guidance in Washington State. The Association goals include advocacy for the needs of students and their significant others, promotion of counselling and guidance in the schools, and enhancement of communication and networking between counselors.

CONTACT:

Mike Hubert
Washington School Counselor Association
208 S. 37th Ave.
Yakima, WA 98902
(509)575-3312

RESOURCE:

Publications.

RESOURCE PROVIDER:

Western Rural Development Center (WRDC)

RESOURCE DESCRIPTION:

Funds available for extension programs or research to professionals in the community development/extension field.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

N/A.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

N/A.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

WRDC funds research and extension programs in community development.

CONTACT:

Ms. Barbara Baldwin, Editor
Oregon State University
307 Ballard Extension Hall
Corvallis, OR 97331
(503)754-3621

RESOURCE:

Inservice training.

RESOURCE PROVIDER:

Western Sonoma County Schools Staff Development

RESOURCE DESCRIPTION:

In October and March of each year the Staff Development team presents 10 to 18 workshops in content areas identified by teachers in need of inservice attention. Teachers select workshops on the basis of individual needs. Workshops are funded through an assessment of approximately $1.60 per pupil to each of the seventeen participating schools in August of each year. The budget for the current year is $9,700. Brochures for each workshop series are available for review.

ELIGIBILITY REQUIREMENTS FOR SERVICES:

Eligibility is established for staff members of the schools participating in the consortium. Others may enter on a fee basis subject to workshop space.

TYPES OF EVALUATIONS OF SERVICE THAT ARE AVAILABLE FOR REVIEW:

Recommendations for workshops in math, reading, spelling, science, physical education, and writing can be made through the area contact person. Evaluations of individual workshops are also available for review.

DESCRIPTION OF SCHOOLS/AGENCIES/PROGRAMS GOALS:

Seventeen area schools, which are not part of a unified school district, as a group comprise the Western Sonoma Schools Staff Development Consortium. The goal of the consortium is to provide semiannual staff development programs to 450 teachers, aides, and administrators.

CONTACT:
Robert Watson
Western Sonoma County School Staff Development
700 Water Trough Road
Sebastopol, CA 95472
(707)823-1041

Index

Region I

Bread Loaf School of English Program in Writing 2
Corporation for Supported Employment 3
Department of Education – Univ. of Maine 4
Human Services Development Institute 5
New England Multifunctional Support Center 6
Northeast Regional Resource Center (NERRC) 7
Parent Information Center (PIC) 8
Project L.I.V.E. 9
Spaulding Youth Center 10
State Interdisciplinary Team for Intensive Special Education (I-Team) 11
University of Maine 12
Vermont Department of Education 13

Region II

American Foundation for the Blind 15
BOCES Geneseo Migrant Center 16
Helen Keller International (HKI) 17
North County Tutorial Outreach Program (NCTOP) 18
Young Adult Institute (YAI) 19

Region III

Access to Excellence Program - National Endowment for the Humanities 21
Association for Children and Adults with Learning Disabilities 22
American Council of the Blind 23
Appalachia Educational Laboratory, Inc. (AEL) 25
Armstrong and Indiana Intermediate Unit 26
Bland County Public Schools, Special Education 28
Carroll County Public Schools Prep Program 29
Center for the Study of Learning (CSL) 30
Center for the Study of Rural Librarianship 31
Education Department – University of Charleston 32
Eric Clearinghouse on Handicapped and Gifted Children 33
Evaluation Assistance Center - East (EAC East) 34
Frederick County Vocational Support Service Team 35
Garrett County Board of Education 37
HEATH Resource Center 38
National Audio Visual Center 39
National Coalition of Alternative Community Schools 40
National Committee for Citizens in Education (NCCE) 41
National Information Center for Handicapped Children and Youth (NICHCY) 42
National Rehabilitation Information Center (NARIC) 43
National School Board Association (NSBA) 44
Office of Student Financial Assistance (OSFA) 45
Schuykill I.U. #29 46
Special People In Northeast, Inc. 47
U.S. Government Printing Office 48
University Affiliated Center for Developmental Disabilities (UACDD) 49
West Virginia Department of Health 50

Index

Region IV

Center for Improving Mountain Living 52
Center for Early Childhood Learning and Development 53
Center for Teacher Education Evaluation 54
Early Childhood Special Education Teacher Training Program 55
Every Child A Winner 56
Exceptional School Education 57
Fair Play Wilderness Camp School 58
Family, Infant and Preschool Program 59
Florida Department of Education - Division of Vocational, Adult, and Community Education 60
Georgia Learning Resources System 61
Human Development Institute 62
Jones County Public Schools Program for Exceptional Children 63
Judy Andrews Center 64
Kentucky Education Television (KET) 65
Little Tennessee Valley Educational Cooperative 66
PARENTS Project 67
Project SUNRISE 68
Psychology Department-Memphis State University 69
Rural Education for Exceptional Teachers 70
Rural Prekindergarten Handicapped Interagency Project 71
Santa Rosa County Schools 72
School of Education / University of Tennessee at Martin 73
Southeast Curriculum Coordinator Network for Vocational and Technical Education 74
University of Florida Multidisciplinary Diagnostic and Training Program 75

Region V

ACTT Outreach: Activating Children Through Technology 77
Adult and Community Education 78
Breaking New Ground 79
Department of Rural Education - Illinois State Board of Education 80
Division of Elementary and Secondary Education, Ohio Department of Education 81
Division of Public Transportation, Ohio Department of Transportation 82
Division of Vocational and Career Education 83
Lester Publishing 84
Ohio Department of Education 85
Ohio Department of Education 86
Ohio Department of Education, Division of Special Education 87
Outreach: Macomb 0-3 Rural Project 88
Project SMART 89
Southeast Illinois Vocational System 90
The National Center for Research in Vocational Education (NCRVE) 91
Traverse Heights Elementary School 92
University of Minnesota, Department of Special Education 93
Upper Great Lakes Multfunctional Resource Center 94
Wisconsin Department of Public Instruction 95

Index

Region VI

CE/MORE: A Rural Staff Development Model.....97
Community Relations Office.....98
Concordia Parish School Board Chapter I Program.....99
Department of Communicative Disorders and Sciences.....100
ERIC-CRESS.....101
Los Alamos National Laboratory.....102
Migrant Student Record Transfer System (MSRTS).....103
Monroe City School System.....104
Oklahoma State Department of Vo-Tech Education.....105
Oklahoma State University Arts and Sciences Teleconferencing Service.....106
Oklahomas State Dept. of Education.....107
Operation Outreach–Arkansas Easter Seal Society.....108
Project AIM Outreach.....109
Project Echo.....110
Region III Education Service Center (ESC III).....111
Region IX Education Service Center.....112
Region VII Education Service Center.....113
Southwest Educational Development Laboratory (SEDL).....114
Special Plan Upgrading Reading (SPUR).....115
Michael Kaplan.....116
Center for Academic Excellence.....117

Region VII

Franklin County Coop.....119
Iowa State University Press.....120
Community Resource Development Cooperative Extension Service.....121
Council for Learning Disabilities.....122
Green Valley Area Education Agency 14.....123
Institute of Logopedics.....124
Iowa Exceptional Parent Center (IEPC).....125
Iowa State University.....126
Kansas State Department of Education.....127
National Rural Health Association (NRHA).....128
Nebraska Department of Education.....129
School Psychology Program.....130
University of Northern Iowa Committee on Rural Education.....131

Region VIII

Bilingual Special Education Curriculum Training (BISECT).....133
Black Hills Special Services Cooperative.....134
Center for Research in Rural Education.....135
Children's Resource Center and Special Touch Preschool.....136
Cooperative Extension Project for the Handicapped.....137
Cross Cultural Developmental Education Services.....138
David Lemire Software Enterprises.....139
Mountain Board of Cooperative Educational Services.....140
Northern State College.....141
Pluma School–Black Hills Special Services Cooperative.....142

Index

Region VIII (cont.)

Rural Education Association 143
Rural Teacher Education Improvement Project 144
Sweetwater County Child Developmental Center 145
University of Wyoming, Area of Special Education 146

Region IX

American Association of Community and Junior Colleges:
    Commission for Small and Rural Colleges 148
Books and Beyond 149
Western Arkansas Transition Project 150
Center for Regional and Continuing Education 151
College of the Siskiyous 152
Communication Services 153
Consultant Rehab and Special Ed Technology/Gifted 154
Dinuba Public Schools 155
Division of Field Based Programs 156
Education Information Center–Arizona Department of Education. 158
Education Transition Center 159
Home Activity Program for Parents and Youngsters (HAPPY) 160
Mountain Union School District 161
NWREL-MRC (Multifunctional Resource Center) 162
Oak Run Elementary School District 163
Office of Research and Evaluation (ORE) 164
Parent and Child Early Education Resources (PACEER) 166
Portable Practical Education Preparation Training Centers for Employment (PPEP TEC) 167
Professional Development Center 168
Project SCORE–Humboldt Unified School District 169
Region 13 Teacher Education Computer Center 170
Rural Clinical Nurse Placement Center 171
Special Education for Rural Populations 172
The San Bernardino County Superintendent of Schools Office 173
Yauapai County School Office 174

Region X

Center for Cross-Cultural Studies 176
Coordinated Service Delivery for Young Handicapped Children Project 177
Department of Education – WWU 178
Meadowood Springs Speech Camp 179
Mobility International USA (MIUSA) 180
National Rural Development Institute (NRDI) 181
Northwest Regional Educational Laboratory 183
Project REACH 185
READI: Computer Literacy for Adults–University of Idaho 186
Rural Education Development Center 187
Secondary Transition and Employment Project 188
Shelley School District 189
Special Education Service Agency 190
Student Teaching Program 191

Index

Region X (cont.)

TROPHY Project....................192
United States Department of Education, Region X....................193
University Affiliated Program Crippled - Children's Division....................194
University of Alaska, Special Education Program....................195
University of Portland....................196
Washington School Counselor Association....................197
Western Rural Development Center....................198
Western Sonoma County Schools Staff Development....................199

Western Washington University
Bellingham, Washington 98225

© May 1986

INFORMATION SHEET
NATIONAL RURAL EDUCATION RESOURCES GUIDE

This form is designed to collect information on your exemplary programs and products which could be shared with rural educators and service providers across the U.S. Please answer each appropriate question so that readers will have full information about your program/services.

1. Title: ____
First Name Last Name

2. Agency or Program Title: ________________________

3. Address: ______________________________________
____

4. Telephone: ____________________________________

5. Category of products, service, or resource provided (you may check more than one).

_____ special programs and/or summer camp
_____ preservice training
_____ inservice training
_____ advanced technologies
_____ transition (from school to work/community) services
_____ diagnostic/assessment services
_____ equipment
_____ publications
_____ audio/visual materials
_____ research
_____ other (please describe)

6. Describe your agency or program. (Limit to 50 words.)

7. List agency/program goals. (Limit to 50 words.)

8. Describe specific services available through your agency and cost (if any) of each. (Limit to 50 words.)

9. Primary target population(s) for services:

_____ preschool
_____ elementary school
_____ middle school
_____ high school
_____ adults
_____ paraprofessionals
_____ administrators
_____ teachers
_____ related services providers

10. Eligibility requirements for services. (Limit to 25 words.)

11. Types of evaluations of services that are available for review. (Limit to 25 words.)

12. Description of any program grants, student scholarships, exemplary programs awards, or other funding available to others through your agency. (Limit to 50 words.)

13. Products/equipment available: (Designate reading and concept level if product is for students). Products may include books, software, articles, films, pamphlets, brochures, slide tapes, video tapes, etc. Specify costs for each item and evaluation data available for review. Label any item for which electronic as well as hard copy is available. (Limit to 50 words.)

14. Consultants available, area(s) of expertise, and evidence of previous evaluations which can be reviewed. (Limit to 50 words.)

15. If you host an annual national or regional conference, describe the conference, including data, location, and target audience. (Limit to 50 words.)

Please send your completed form to:
National Rural Education Resources Guide
National Rural Development Institute
Western Washington University
Miller Hall 359
Bellingham, WA 98225

Should you have any questions please call:
(206) 676-3576